Course Title: French 3

Subject: French

Grade Level: 10-12 grade

Duration: Full year

Prerequisite: Teacher Recommendation/ Completion of French 2

Elective or Required: Elective

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:

This course will afford students a comprehensive presentation of culture, history and grammar of French and Francophone countries using the communicative, interpersonal and presentational modes as an interdisciplinary experience. Classes will be held in the target language, except where clarification is necessary. The students will read the original version of Le Petit Prince by St. Exupery and numerous other short stories by Eugene Ionesco, Rene Goscinny, and DeMaupassant. Culture will be stressed through virtual tours, web quests, readings, studies of countries and Internet research. The study of idioms and a broadening of vocabulary will increase the student’s competency in the language. All major grammatical structures and tenses will be learned during this year of language study.

Author: Jennifer L. Chiang
Date Submitted: Summer 2015
Course Name: French 3

Unit 1: “Reprise”:
Light Review of Basic Material from Levels One and Two

Approximate # Of Weeks: 3 (34-36 Weeks Total)

Essential Questions:
1. Can I ask and refuse invitations?
2. How do you order in a cafe or restaurant?
3. How do I talk about daily life routines?
4. Am I able to describe vacation activities?
5. Can I talk about events in the past?
6. Can I ask for help?
7. What is French Independence Day and why is it important?
8. What is the Tour de France?
9. Can I read authentic texts and products or information?
10. Can I read a travel itinerary?
11. Can I read advertisements for information?
12. Can I write captions for cartoons and other images?
13. Do I know the difference between talking about the future, the present and the past in French and in English?
14. What is the different lifestyle of American and Canadian teens?

Upon completion of this unit students will be able to:

To describe the present including, to use the present of regular verbs (etre, avoir, aller, faire, venir) and expressions used with these verbs; to use other common irregular verbs; to use the present with depuis; to use regular and irregular adjectives; and to use the partitive article. (7.1.NH.A8)
To describe the past using Passe Compose with avoir and etre as well as to read, write, and speak in the imperfect tense with its basic uses. (7.1.I.L.A.5)
To refer to people, things, and places with the use of object pronouns, negative expressions, the difference of using connaitre and savoir, and other irregular verbs. (7.1.NH.A.4)
To read and comprehend the Lecture: “Les Trois Bagues.” (7.1.I.H.A.1)

Common Core ELA Standards:
● 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video or live version of the text.

6.W.3 Write narrative to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

6.L.2 Demonstrate command of the convention of capitalization, punctuation, and spelling when writing.

6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.

7.SL.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Standard 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- Standard 6.2 World History, Global Studies
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Activities – include 21st Century Technologies:

- Summer assignment presentations for Le Petit Nicolas
- Presenting Vacation Album books from summer vacation
- Picture stories with Imparfait.
- Re-sequencing the Monsieur Leveille story
- Describing vacation pictures with Imparfait
- Reading the short story Les Trois Bagues in groups
• Lectures Pour Tous audio listening
• Recording parts of the short story using a SmartPhone
• Quizlet scatter vocabulary game
• Creative writing assignment - re-writing the story from another character’s P.O.V.
• Verbs a Go-Go to review irregular present tense verbs
• Describing characters out loud in French while viewing them on Smartboard based on their appearance and guessing what their careers are
• Listen to audio clips
• Students conversations
• Online Text
• Online workbook
  • www.classzone.com
• Powerpoint presentation on DVD
• Take home tutor
• Language Lab

Enrichment Activities:

• Using direct and indirect objects - le, la, les VS lui,leur
• Rappel Culturel quiz
• Un voyage au Maroc activity
• Reading about French teenagers’ summer vacations

Methods of Assessments/Evaluation:

• Smartboard Lessons
• On-Line Tests/Quizzes
  • www.classzone.com
• Exit Slips
• Thumbs Up/Thumbs Down
• Game Involving Movement
• Dry Erase/White Boards
• Unit Test
• Jeopardy Game for Unit
• Dialogues
• Portfolio
• Projects
• Play/Role-playing/Movie
• Quiz games
• Song
• Think/Pair/Share
• Weekly Assessments
• Interviews
• Homework
● Classwork
● Independent Work

Resources/Including Online Resources
● Google Apps for Education
● Online Textbook Information
● Discovering French Nouveau Rouge
● Workbook - Discovering French Nouveau Rouge
● Activités pour Tous - Discovering French Nouveau Rouge
● Warm-up activities - Discovering French Nouveau Rouge
● Powerpoint presentations on DVD - discovering French Nouveau Rouge
● Teacher Homework webpage/blog
● Online textbook resources, online workbook, take home tutor, powerpoint presentations
● www.classzone.com
● Take home tutor
● www.quizlet.com for quizzes and studying
● www.youtube.com for French songs
Course Name: French 3

Unit 2: Au jour le jour
Looking good and one’s daily routine

Approximate # Of Weeks: 6

Essential Questions:
1. How important is personal appearance for French young people and what do they do to enhance it? What is the importance of “Le look” and what are clothing and personal style seen as in France?
2. How have French artists expressed their concept of beauty?
3. Can I identify famous works of French art at a museum?
4. Can I identify what style of art these paintings are and what era they come from? (i.e. post-impressionism era)
5. How do people begin their daily routine?
6. Can I describe people?
7. Can I describe the aspects of my daily routine?
8. Do I know the difference between how French and English speakers refer to parts of the body?
9. Can I compare the use of the definite article, reflexive actions, and stress pronouns in French and English?
10. What is the difference between French and American teens’ attitudes on style?

Upon completion of this unit students will be able to:

To describe people and their physical appearance as well as their ailments with the use of the definite article. (7.1.NH.A.8)
To care for one’s appearance through personal care and hygiene and to explain one’s daily activities using reflexive verbs and different tenses and uses. (7.1.NH.A8)
To describe the various aspects of one’s daily routine by using reflexive verbs and describing what people do for themselves. (7.1.NH.A.4)
To express how one feels and inquiring about other people. (7.1.I.L.A.4)
To understand the Lecture by Ionesco, Conte pour enfants de moins de trois ans. (7.1.I.H.A.1)
To appreciate French art such as Impressionism, post-impressionism, and surrealism and to identify famous works by painters such as Monet, Degas,

Common Core ELA Standards:

- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6 RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
- 6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video or live version of the text.
- 6.W.3 Write narrative to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- 7.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- 7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 6.L.2 Demonstrate command of the convention of capitalization, punctuation, and spelling when writing.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- 7.SL.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

Interdisciplinary Standards (njcccs.org)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Standard 9.3 - Career Awareness, Exploration, and Preparation
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.
Standard 6.1 U.S. History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
- Charades with reflexive verbs
- Using authentic items to describe new toiletry vocabulary
- Reading French fashion magazines
- Printing out Fashion Week articles from Paris
- Sequencing a picture story
- Comprehension Questions for A la Residence Bon Répos
- Missing Object Game
- 10 year reunion activity - spot the physical appearance changes
- labeling a celebrity from head to toe
- “Jacques dit” for parts of the body
- Drawing partner’s cartoon based on their oral commands
- Paris Bingo for new vocabulary terms
- Describe your morning routine to the class
- Describing how you feel under certain situations
- Listen to audio clips
- Students conversations
- Online Text
- Online workbook
  - www.classzone.com
- Powerpoint presentation on DVD
- Take home tutor
● Language Lab: Students will respond to reading prompts based on what they look like and how they get ready in the morning.
● Reading of “Conte Pour Enfants de moins de trois ans”
● Reading in groups
● Re-telling parts of the story
● Recording with Smartphones and submitting/sharing them through google drive
● Question/Answers about childhood
● Re-writing the ending of the short story from the mother’s perspective
● Identifying paintings using slides on the Smartboard and Powerpoint presentations
● discussion on impressionism and other art movements
● recreating a famous work of art by a French artist
● video on Claude Monet and visiting his house in Giverny
● Video Module for Unit 2 Discovering French Rouge with comprehension questions and activity packet

Enrichment Activities:

● virtual tours of the Louvre, Musée d’Orsay, and Centre Pompidou
● recalculating weight and height based on meters and kilograms
● Presenting a Fashion Week article
● Compare and Contrast two French artists and their paintings/style
● Find a product at home that has French description and writing on it i.e. shampoo bottle, soap, cream, etc.

Methods of Assessments/Evaluation:

● Smartboard Lessons
● On-Line Tests/Quizzes
● www.classzone.com
● Exit Slips
● Thumbs Up/Thumbs Down
● Game Involving Movement
● Dry Erase/White Boards
● Unit Test
● Jeopardy Game for Unit
● Dialogues
● Portfolio
● Projects
● Play/Role-playing/Movie
● Quiz games
● Song
● Think/Pair/Share
● Weekly Assessments
● Interviews
- Homework
- Classwork
- Independent Work

Resources/Including Online Resources
- Google Apps for Education
- Online Textbook Information
- Discovering French Nouveau Rouge
- Workbook - Discovering French Nouveau Rouge
- Activités pour Tous - Discovering French Nouveau Rouge
- Warm-up activities - Discovering French Nouveau Rouge
- Powerpoint presentations on DVD - discovering French Nouveau Rouge
- Teacher Homework webpage/blog
- Online textbook resources, online workbook, take home tutor, powerpoint presentations
- www.classzone.com
- Take home tutor
- www.quizlet.com for quizzes and studying
- www.youtube.com for French songs
Course Name: French 3

Unit 3: Soyons utiles!
Being helpful around the house

Approximate # Of Weeks: 3-4 (34-36 Weeks Total)

Essential Questions:
1. Why do French people enjoy do-it-yourself activities?
2. What is bricolage?
3. What is jardinage?
4. How should you take care of your plants?
5. How do French young people earn money by helping neighbors?
6. What was France before it was France?
7. Who is Jeanne d’Arc, Charlemagne, Guillaume le Conquérant, Vercingetorix, and Alienor d’Aquitaine?
8. What was the Hundred Years War?
9. Do I know general cultural background about France and the big moments of history in France?
10. Can I use the subjunctive? When and how do I use the subjunctive?
11. Can I describe an object and state the shape, weight, length, consistency, appearance as well as what it is made of?

Upon completion of this unit students will be able to:

To help around the house, in the house itself and outside. (7.1.IL.A.5, 7.1.NH.A.4)
To ask for help and offer help as well as to accept or refuse help and to thank people for help. (7.1.IL.A.4)
To explore service-related jobs and to implement a service related business; this includes learning about jobs for French teenagers. (7.1.NM.B.5)
To talk about France’s history, its important wars, and important historical figures such as Joan of Arc; this includes learning about the influence Roman culture had on France. (7.1.NH.A4, 7.1.IL.A.4)
To read and understand the medieval fable La Couverture. (7.1.IH.A.1, 7.1.IH.A.2)

Common Core ELA Standards:
● 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
● 6 RI.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.
● 7.RI.10 By the end of the year, read and comprehend literary nonfiction.
● 6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
● 6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
● 7.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
● 7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
● 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
● 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
● 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.
● 7 SL.4 Present claims and findings and to use appropriate eye contact, adequate volume, and clear pronunciation.
● 7.SL.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

**Interdisciplinary Standards (njcccs.org)**

● Standard 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

● Standard 8.1 – Computer and Information Literacy
All students will use computer applications to gather and organize information and to solve problems.

● Standard 8.2 – Technology Education
All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

● Standard 6.1 U.S. History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History, Global Studies**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies: Help around house/ history**

- Create a flyer for a Part-Time Job
- Video project in groups including the usage of the subjunctive
- Charades for new vocabulary
- “Mastering the Subjunctive” workbook exercises
- Conversation Libres dialogues
- Show ’N Tell to describe a unique object
- Reading the short story of La Couverture
- Audio Listening using Lectures Pour Tous
- [www.quizlet.com](http://www.quizlet.com) vocabulary
- Listen to audio clips
- Students conversations
- Online Text
- Online workbook
- [www.classzone.com](http://www.classzone.com)
- Powerpoint presentation on DVD
- Take home tutor
- Language Lab: Students will answer questions to parents about doing the chores in their house.

**Enrichment Activities:**

- Do a report on a historical figure and present to the class
- Research why French teenagers are not known for having part-time jobs
- Create a Curriculum Vitae
Methods of Assessments/Evaluation:
● Smartboard Lessons
● On-Line Tests/Quizzes
● [www.classzone.com](http://www.classzone.com)
● Exit Slips
● Thumbs Up/Thumbs Down
● Game Involving Movement
● Dry Erase/White Boards
● Unit Test
● Jeopardy Game for Unit
● Dialogues
● Portfolio
● Projects
● Play/Role-playing/Movie
● Quiz games
● Song
● Think/Pair/Share
● Weekly Assessments
● Interviews
● Homework
● Classwork
● Independent Work

Resources/Including Online Resources
● Online Textbook Information
● Discovering French Nouveau Rouge
● Workbook - Discovering French Nouveau Rouge
● Activités pour Tous - Discovering French Nouveau Rouge
● Warm-up activities - Discovering French Nouveau Rouge
● Powerpoint presentations on DVD - discovering French Nouveau Rouge
● Teacher Homework webpage/blog
● Online textbook resources, online workbook, take home tutor, powerpoint presentations
● [www.classzone.com](http://www.classzone.com)
● Take home tutor
● [www.quizlet.com](http://www.quizlet.com) for quizzes and studying
● [www.youtube.com](http://www.youtube.com) for French songs
● Google Apps for Education
Course Name: French 3

Unit 4: Aspects de la vie quotidienne
Topic: Going shopping and asking for services.

Approximate # Of Weeks: 4 weeks   (34-36 Weeks Total)

Essential Questions:
1. How are certain aspects of daily life different in France?
2. How do I buy stamps or mail an item at the post office?
3. How do I ask for services at photo and shoe repair shops, cleaner, etc.?
4. How do I get items fixed or clean while in France?
5. When do I tip and when do I not tip?
6. How do I shop in a supermarket in France? At the Fnac, Carrefour, or Monoprix?
7. Can I compare object pronouns in French and English?
8. What is the difference between shopping in France and the U.S.?
9. How do I shop for basic necessities?

Upon completion of this unit students will be able to:

To shop for various items in a stationery store, a pharmacy, and in a convenience store. (7.1.IA.5, 7.1.NA.4)
To buy stamps and mailing items at the post office. (7.1.NA.4, 7.1.NB.5)
To have one’s hair cut. (7.1.NB.5, 7.1.IA.4)
To ask for a variety of services at the cleaners, the shoe repair shop and the photo shop. (7.1.NB.5, 7.1.IA.4)
To answer questions and refer to people, things, and places using pronouns, object pronouns, and two-pronounce sequencing. (7.1.NB.4)
To talk about quantities using the pronoun en and the indefinite expressions of quantities. (7.1.IA.4, 7.1.IA.2)
To describe services that you have done by other people using the construction faire + infinitive. (7.1.NA.8, 7.1.IA.5)
To comprehend the comedy “Histoire de cheveux.” (7.1.IA.1, 7.1.IA.4)
Common Core ELA Standards:
- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video or live version of the text.
- 7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 6.L.2 Demonstrate command of the convention of capitalization, punctuation, and spelling when writing.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7 SL.4 Present claims and findings and to use appropriate eye contact, adequate volume, and clear pronunciation.
- 7.SL.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

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- Standard 9.3 - Career Awareness, Exploration, and Preparation
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- Standard 8.1 – Computer and Information Literacy
  All students will use computer applications to gather and organize information and to solve problems.

- Standard 6.1 U.S. History: America in the World
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
● Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

● Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
- Cultural reading on how French people shop
- Research stores such as FNAC, Monoprix and Carrefour comparing sale items and prices
- Discussing culture difference of the post office system
- Presenting Vocabulary with authentic items
- Missing Object game
- Conversation Prompts
- Dialogue presentations for shopping at a specific place - pharmacy, convenience store or supermarket
- Lectures Pour Tous for "Une histoire de cheveux"
- Re-enactment of story
- Journal page writing pretending to be a character of the story and retelling it from their P.O.V.
- Lectures Pour Tous for “The King” by Goscinny
- Retelling the story in groups
- Recording pronunciation
- Listen to audio clips
- Students conversations
- Online Text
- Online workbook
  - www.classzone.com
- Powerpoint presentation on DVD
- Take home tutor
- Language Lab: Create a dialogue with a partner pretending you are roommate in Paris and need to buy some necessities at a convenience store.

Enrichment Activities:
- read Asterix and create your own cartoon story using the same characters
- research a French musician or artist (Edith Piaf, Josephine Baker, etc.)
• Recite the fables of Jean de La Fontaine (Le corbeau et le renard)
• Research a château in France
• Cyrano de Bergerac Film and Activities (including film critique and comprehension questions)

Methods of Assessments/Evaluation:
• Smartboard Lessons
• On-Line Tests/Quizzes
  • www.classzone.com
• Exit Slips
• Thumbs Up/Thumbs Down
• Game Involving Movement
• Dry Erase/White Boards
• Unit Test
• Jeopardy Game for Unit
• Dialogues
• Portfolio
• Projects
• Video Project
• Play/Role-playing/Movie
• Quiz games
• Song
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• Homework
• Classwork
• Independent Work

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• Online textbook resources, online workbook, take home tutor, powerpoint presentations
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Course Name: French 3

Unit 5: Bon Voyage
Topic: Travel

Approximate # Of Weeks: 4 (34-36 Weeks Total)

Essential Questions:

1. How do I go through customs?
2. How do I make travel arrangements?
3. How do I travel while in France?
4. Am I able to plan a trip abroad?
5. Do I know about the transportation in France? L’Eurotunnel? Le TGV? Le métro, etc?
6. Can I express the future and the conditional in French and English?
7. Do I know about the American influence on the French Revolution?
8. Can I read a travel itinerary?
9. Can I calculate costs to travel abroad and convert this into Euros?
10. Do I know how to research a museum or a historic site?
11. Can I read a bande dessinée?
12. What do French young people do when they travel abroad and where do they go?
13. Why is the train the most popular means of transportation in France?
14. How has the Eurotunnel linked Great Britain to France and the rest of Europe?

Upon completion of this unit students will be able to:

To make travel plans and to purchase tickets. (7.1.IL.A.4, 7.1.IL.A.5)
To go through passport control and customs. (7.1.NH.A.4, 7.1.IL.A.4, 7.1.NM.A.4)
To travel by plane and by train using vocabulary terms for the airport and the train station. (7.1.NH.A.4, 7.1.IL.A.4, 7.1.NM.A.4)
To discuss future plans and to talk about future events by using the future tense; to use the future after quand. (7.1.IH.A.2, 7.1.IL.A.4)

To describe what you would do under certain conditions by using the conditional tense. (7.1.NH.A.8, 7.1.IL.A.4)

To understand the 3 scene short story Le mysterieux homme en bleu and compose their own ending. (7.1.IH.A.2, 7.1.IL.A.4, 7.1.IH.A.1)

To retell a story only using the pictures. (7.1.IL.A.4, 7.1.NH.A.4, 7.1.NM.B.5)

**Common Core ELA Standards:**

- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video or live version of the text.
- 6.W.3 Write narrative to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- 7.SL.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

**Interdisciplinary Standards (njcccs.org)**

- **Standard 9.1 21st-Century Life & Career Skills**
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- **Standard 9.3 - Career Awareness, Exploration, and Preparation**
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- **Standard 8.1 – Computer and Information Literacy**
  All students will use computer applications to gather and organize information and to solve problems.
● Standard 6.1 U.S. History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

● Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

● Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
● Reading about how French teenagers travel and use their vacation time
● Analyzing the difference between a linguiste, an actif, and an explorateur and how each type of person travels
● Reading about French stereotypes for American teenagers and culture
● www.quizlet.com
● Recreating a passport
● Designing a blueprint for an airport
● Designing a blueprint for a train station
● youtube video on the TGV
● Sequencing events
● Video Module for Unit 5 in Discovering French Rouge with comprehension questions
● Future Tense and Conditional Activities
● Reading Le Mysterieux Homme en Bleu
● Retelling the story by only using the pictures
● Playing “Dupe le Professeur”
● Writing a newspaper article as a journalist publishing the story of the main character
● Listen to audio clips
● Students conversations
● Online Text
● Online workbook
● www.classzone.com
● Powerpoint presentation on DVD
● Take home tutor
● Language Lab: Answer questions about traveling at the airport or the train station. Use a vocabulary list in order to aid your responses.

**Enrichment Activities:**

● Video for Les Miserables with comprehension questions
● Reading the history on “La Marseillaise” (performing students may present or record their own version of national anthem for the French Honor Society ceremony)

**Methods of Assessments/Evaluation:**

● Smartboard Lessons
● On-Line Tests/Quizzes
● [www.classzone.com](http://www.classzone.com)
● Exit Slips
● Thumbs Up/Thumbs Down
● Game Involving Movement
● Dry Erase/White Boards
● Unit Test
● Jeopardy Game for Unit
● Dialogues
● Portfolio
● Projects
● Play/Role-playing/Movie
● Quiz games
● Song
● Think/Pair/Share
● Weekly Assessments
● Interviews
● Homework
● Classwork
● Independent Work

**Resources/Including Online Resources**

● Online Textbook Information
● Discovering French Nouveau Rouge
● Workbook - Discovering French Nouveau Rouge
● Activités pour Tous - Discovering French Nouveau Rouge
● Warm-up activities - Discovering French Nouveau Rouge
● Powerpoint presentations on DVD - discovering French Nouveau Rouge
● Teacher Homework webpage/blog
Online textbook resources, online workbook, take home tutor, powerpoint presentations
- www.classzone.com
- Take home tutor
- www.quizlet.com for quizzes and studying
- www.youtube.com for French songs
- Google Apps for Education

Course Name: French 3

Unit 6: En Ville
Topic: Cities and City Life

Approximate # Of Weeks: 3 -4 (34-36 Weeks Total)

Essential Questions:
2. Why do French people love to stroll in the streets? What are the various street shows in Paris?
3. Are there sculptures to view while walking in Paris?
4. Can I make a date and fix the time and place?
5. Can I explain where one lives and how to get there?
6. Do I know how to discuss the advantages and the disadvantages of city life?

Upon completion of this unit students will be able to:

To make a date and fix the time and place. (7.1.I.L.A.4, 7.1.N.H.B.4, 7.1.I.H.A.2)
To explain where one lives and how to get there. (7.1.N.M.B.5, 7.1.N.H.A.4)
To discuss the advantages and disadvantages of city life. (7.1.I.L.A.4, 7.1.N.M.B.5)
To narrate past actions in sequence using the pluperfect. (7.1.N.H.A.8)
To formulate polite requests using the conditional. (7.1.N.H.A.8, 7.1.I.L.A.4, 7.1.N.M.B.5)
To hypothesize about what one would do under certain circumstances by using the conditional and its uses, the past conditional, and to sequence tenses in si-clauses. (7.1.N.H.A.8, 7.1.I.L.A.4, 7.1.N.M.B.5)

Common Core ELA Standards:
- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 6.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- 6.RL.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video or live version of the text.
- 6.W.3 Write narrative to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
- 7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 6.L.2 Demonstrate command of the convention of capitalization, punctuation, and spelling when writing.
- 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 7.SL.4 Present claims and findings and to use appropriate eye contact, adequate volume, and clear pronunciation.
- 7.SL.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

Interdisciplinary Standards (njccee.org)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Standard 8.2 – Technology Education
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- Standard 6.1 U.S. History: America in the World
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
● Standard 6.2 World History, Global Studies
All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

● Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities – include 21st Century Technologies:
● Class debate on whether living in the city is better than living in a rural area
● Magazine quiz on how “city” you are
● Dialogues with partner to set a date
● Video-drame for “Un rendez-vous en ville” with comprehension questions
● Creating and labeling a town map
● Headband game for vocabulary in the town
● Si clause statements for Fairy Tales on poster board
● Reading of Street Performers and mimes
● Listen to audio clips
● Students conversations
● Online Text
● Online workbook
● www.classzone.com
● Powerpoint presentation on DVD
● Take home tutor
● Language Lab: Describe what it’s like to live in either the country or the city. Mention the advantages and disadvantages.

Enrichment Activities:
● “Famous French Person Project” - students will present a famous French speaking person to the class by dressing up as this person and talking about his/her life
● Reading of “En Voyage” by Guy de Maupassant
● Haiti reading
● Research and/or presentation on Haitian art
● Research and/or presentation on Martinique history
**Methods of Assessments/Evaluation:**

- Smartboard Lessons
- On-Line Tests/Quizzes
- [www.classzone.com](http://www.classzone.com)
- Exit Slips
- Thumbs Up/Thumbs Down
- Game Involving Movement
- Dry Erase/White Boards
- Unit Test
- Jeopardy Game for Unit
- Dialogues
- Portfolio
- Projects
- Play/Role-playing/Movie
- Quiz games
- Song
- Think/Pair/Share
- Weekly Assessments
- Interviews
- Homework
- Classwork
- Independent Work

**Resources/Including Online Resources**

- Online Textbook Information
- Discovering French Nouveau Rouge
- Workbook - Discovering French Nouveau Rouge
- Activités pour Tous - Discovering French Nouveau Rouge
- Warm-up activities - Discovering French Nouveau Rouge
- Powerpoint presentations on DVD - discovering French Nouveau Rouge
- Teacher Homework webpage/blog
- Online textbook resources, online workbook, take home tutor, powerpoint presentations
- [www.classzone.com](http://www.classzone.com)
- Take home tutor
- [www.quizlet.com](http://www.quizlet.com) for quizzes and studying
- [www.youtube.com](http://www.youtube.com) for French songs
- Google Apps for Education
Course Name: French 3

Unit 7: Le Petit Prince

Topic: Comprehending French Literature with the Novel The Little Prince by Antoine Saint-Exupéry

Approximate # Of Weeks: 6 weeks (34-36 Weeks Total)

Essential Questions:

1. Who is Antoine Saint Exupéry? How does his literature reflect his actual life?
2. Why is Le Petit Prince such a popular novel? In how many different languages was it translated?
3. Am I able to analyse the text in order to produce my own ideas?
4. Am I able to answer questions based on the text in French?
5. What is the main theme of Le Petit Prince? How can this theme be applied to my life?
6. What lessons can be construed upon the introduction of each chapter?
7. How can I apply the lessons of Le Petit Prince to my own experience? what connections does it make to my childhood?
8. How can I infer the meaning of a new vocabulary word from context?

Upon completion of this unit students will be able to:

To understand and comprehend the text of Le Petit Prince. (7.1.IH.A.1, 7.1.IH.A.2, 7.1.IL.A.4)
To understand the author’s point of view and to examine the topic by conveying ideas. (7.1.IH.A.1, 7.1.IH.A.2, 7.1.IL.A.4)
To use the Passé Simple in order to read the text. (7.1.NH.A.8, 7.1.IH.A.2)
To create their own chapter of Le Petit Prince and to edit others' work. (7.1.IL.A.5, 7.1.NH.A.8)

To use reference tools, acknowledge sources, and cite them appropriately; to write an essay comparing the Baobabs with problems in the real world. (7.1.IL.A.5, 7.1.NH.A.8)

To present a story to the class using appropriate tone, fluency, inflection, and pronunciation in French. (7.1.NM.B.5, 7.1.IL.A.5)

Common Core ELA Standards:

- 6.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 7.RI.10 By the end of the year, read and comprehend literary nonfiction.
- 7.RL.10 By the end of the year, read and comprehend literature, including stories, dramas and poems.
- 7.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 7.W.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- 7.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- 6.L.2 Demonstrate command of the convention of capitalization, punctuation, and spelling when writing.
- 6.L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 7.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases.
- 7 SL.4 Present claims and findings and to use appropriate eye contact, adequate volume, and clear pronunciation.
- 7.SL.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

Interdisciplinary Standards (njcchs.org)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- Standard 9.3 - Career Awareness, Exploration, and Preparation
  All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

- Standard 8.1 – Computer and Information Literacy
All students will use computer applications to gather and organize information and to solve problems.

- **Standard 6.1 U.S. History: America in the World**
  All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History, Global Studies**
  All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century**
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Activities – include 21st Century Technologies:**
- Create a 3-D Planet for the Little Prince, a planet not explored in the text
- Create your own story for The Little Prince
- Presentation of story to the class
- Comprehension questions for each chapter made by teacher
- Reading out loud with audio program, students or teacher
- Student recording on smartphones
- Students will draw what they have read from the story
- Discussion of lessons taken from each chapter only in French
- Character Description Book
- Listen to audio clips
- Students conversations
- Students re-enactments and skits based on characters in the story
- Language Lab: Answer comprehension questions to the story based on each character of Le Petit Prince. Use your character description book as a guide.

**Enrichment Activities:**
- Report on Antoine Saint-Exupéry’s career and other novels that he wrote
- Re-creating your story by using the Passé Simple
- Identifying other tenses throughout the novel
● Creating a vocabulary book with original sentences in French
● Locating vocabulary words within the text
● Read “Afrique” by David Diop and describe the imagery of the Baobab tree with his poem

Methods of Assessments/Evaluation:
● Grading a Character Description book
● Oral Presentation
● Essay on the Baobab
● Peer-Editing and writing using google docs
● Sharing on google docs
● Exercices sur le texte de Saint-Exupéry
● Workbook exercises by Anne Gassaway Brown
● Vocabulary Quizzes using www.quizlet.com
● Pop Quizzes for reading comprehension
● Peer Evaluation Forms for Presentations

Resources/Including Online Resources
● Cahier d’exercices sur le texte de Saint-Exupéry “Le Compagnon du Petit Prince” by Jane Denizot Davies
● “A la Découverte du Petit Prince: An Enrichment Workbook for Exploring Language and Themes” by Anne Gassaway Brown
● Teacher Webpage
● www.youtube.com for audio readings of Le Petit Prince
● Teacher webpage/ blog
● Google Apps for Education