

Course Summary

French 4 Honors

French IV Honors is a college prep course for students in their third year of study of French. All the themes that will be covered throughout the year will incorporate the 3 modes of communication (Interpersonal, Interpretive and Presentational) which are defined in the Standards for Foreign Language Learning in the 21st Century.

Students who enroll in this course should have a foundation of the workings of French language, including its grammar, with intermediate-mid competence in listening, reading, writing, and speaking which are defined in the NCCC Standards for World Languages.

Students will use *Bien Dit 3* textbook and workbook and *Imaginez* textbook along with other authentic materials and resources to enhance language acquisition and cultural learning. Students will do extensive research assignments using current and relevant resources online.

Course/Grade-level Goals

Interpretive Mode:

Linguistic:

The [Intermediate-High](#) language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs [independently](#) to:

- Analyze written and oral text.
- Synthesize written and oral text.
- Identify most supporting details in written and oral text.
- Infer meaning of unfamiliar words in new contexts.
- Infer and interpret author's intent.
- Identify some cultural [perspectives](#).
- Identify the organizing principle in written and oral text.

Cultural:

- Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural [perspectives](#) play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Being able to view one's own culture through the lens of others assists in understanding global issues.

**Interpersonal Mode:
Linguistic:**

The [Intermediate-High](#) language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs [independently](#) to:

- Infer meaning of unfamiliar words in new contexts.
- Identify some cultural [perspectives](#).
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Make and change plans.
- Offer advice.
- Handle a situation with a complication.

Cultural:

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

**Presentational Mode:
Linguistic:**

The [Intermediate-High](#) language learner has progressed from understanding and communicating at the sentence level to understanding and communicating at the paragraph level and can use connected sentences and paragraphs [independently](#) to:

- Synthesize written and oral text.
- Identify some cultural [perspectives](#).
- Narrate and describe across a wide-range of topics.
- Compare and contrast.
- Offer and support opinions.
- Persuade someone to change a point of view.
- Offer advice.

Cultural:

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

Suggested Course Sequence

Weeks 1-8: Unit 1: Le Monde du Travail - The Professional World

Weeks 9-16: Unit 2: L'amour et Amitié – Love and Friendship

Weeks 17-27: Unit 3: Notre planète

Weeks 28-35: Unit 4: La Société et le Média – Society and the Media

Weeks 36-40: Unit 5: La revue de la patrimoine Culturelle de la Francophonie – Review of the Cultural Heritage of the French-Speaking World

Unit Overview**Content Area:**

French 4H

Unit Title:

Unit 2: L'Amour et Amitié – Love and Friendship

Target Course/Grade Level:

Grade 10, Intermediate – High Level

Unit Summary:

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

Interdisciplinary Connections

History

Mathematics

Architectural

Music

Science

Economics

Health

Arts / Fine Arts

21st Century Themes and Skills:

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

CRP2. Apply appropriate academic and technical skills.

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

CRP4. Communicate clearly and effectively and with reason.

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

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

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

CRP9. Model integrity, ethical leadership and effective management.

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

CRP11. Use technology to enhance productivity.

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

Standards:	World Languages, Intermediate-High 6-12
Strand:	Interpretive Mode
7.1.IM.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IM.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IM.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IM.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IM.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IM.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Strand:	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IM.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IM.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IM.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
Strand:	Presentational Mode:
7.1.IM.C.1	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IM.C.2	Use language in a variety of settings to further personal and/or academic goals.
7.1.IM.C.3	Use language creatively in writing for a variety of purposes.
7.1.IM.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials .
7.1.IM.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IM.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology</i>

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

<p>Unit Essential Questions <i>I will be able to ask and answer in French...</i> How do you say what happened? How do you ask for and give advice? How do you share good and bad news? How do you renew old acquaintances?</p>	<p>Unit Enduring Understandings: <i>I will understand that...</i> Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. Looking for cognates and loanwords, watching the speaker, and looking at visuals help me to better understand. The background of the author influences the message that is delivered in both speech and writing. The use of paraphrasing, questions and answers can help me get through some unfamiliar situations. When I stretch my use of vocabulary and idiomatic expressions, my exchanges with native speakers become richer.</p>
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Unit Learning Targets
Students will be able to demonstrate knowledge of the following skills and concepts:
 Students will express love, hatred, regret, and pleasure using appropriate vocabulary
 elaborate on relationships they have and differentiate between them
 use reciprocal verbs and to narrate past relationship stories involving them and others
 use relative pronouns and appropriate follow up questions & expressions when conversing
 Use the past perfect tense to show order of multiple past actions leading up to a relationship
 Use past perfect and past infinitive to express multiple past actions chronologically
 Understand and incorporate different adjectives placement to elaborate on their thoughts
 Understand and describe the political relationships between France and its present/former colonies/territories

Evidence of Learning

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

Equipment Needed

Interwrite Board, projector, laptops
 Teacher Resources: PC, Language Lab,
 Bien Dit 3 textbook
 Bien Dit 3 cahier de vocabulaire et grammaire
 Imaginez textbook
 Apprenons textbook
 DVD: télévocab
 Grammavision
 Téléroman
 On rappe
 WIKI
 Skype
 Teacher created materials

Lesson Plans

Weekly Objectives

Week 1-2:
 Vocabulary, expressions to say what happened, to give/ask for advice. Grammar: reciprocal verbs

Week 3:
 Applications to real-life situations

Week 4-5:
 Vocabulary- family vocabulary, expressions to share good and bad news and to renew old acquaintances
 Grammar – the Subjunctive with necessity, desire and emotions
 Culture- French-speaking Africa

Week 6:
 Real-life applications

Week 7:
 Vocabulary- review
 Grammar- review
 Culture- review
 Cultural Readings

Lesson activities

Ongoing: textbook activities, quick chat

Ce qui, ce que, ce dont (p.102-103)
 Adjective placement (p.104)
 Read Les Originies de l’inimitié entre l’homme et les animaux to discuss how hatred and love are borne.
 With a partner, play charades to show reciprocal actions.

Create a list of American slang (regarding relationships/dating) and find French equivalents. Play Jeopardy to learn them.
 Bien Dit 3 Grammar exercises on relative pronouns, comparing rules with English relative pronouns to create complex sentences.

Call a friend to describe meeting and dating someone using appropriate vocabulary (including slang) and tense structure.
 Explore some French dating sites

Research French dating sites
 Song by Corneille “Les Sommets de ma Vie”
 Read Corneille’s biography, make his life’s time line
 Hotel Rwanda film – discuss the events and family relationship, express your opinion on you wish to be different
 Presenting the timeline of a relative. Writing a summary of the movie “Hotel Rwanda”

Read “Maroc: nouveau code de la famille” to understand and discuss appropriate age for dating/marriage.
 Read Chroniques (p.176) “L’amour et le mariage” and express the traditions that you like/dislike regarding dating. Readings and videos from Imaginez
 Computer self-test

<p>Week 8: Summative assessment</p>	<p>Present projects on various family structures and marriage traditions. Unit Test</p>
<p>Teacher Notes:</p>	
<p>Curriculum Development Resources Click links below to access additional resources used to design this unit: Aviary (Google Chrome App) (microphone headsets) www.curiosphere.tv (research) www.lespetitscitoyens.com (research)</p>	
<p>MODIFICATIONS:</p> <ul style="list-style-type: none"> • English Language Learners <p>Give tests orally</p> <p>Give instructions/directions in writing and orally</p> <p>Assign a buddy, same language or English speaking</p> <p>Allow errors in speaking</p> <p>Allow errors in writing</p> <p>Accept writing in first language</p> <p>Highlight key vocabulary</p> <p>Reduce amount of work required</p> <p>Assess comprehension through demonstration or other alternative means (gestures, drawings)</p> <p>Allow open book tests</p> <p>For each question, indicate page number in textbook where answer is found</p> <p>Rephrase questions, directions, and explanations</p> <p>Use group projects rather than individual work</p> <p>Reduce multiple choices to two</p> <p>Provide study guides and/ or outlines</p> <p>Provide video on subject</p>	

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

Accept participation at any level, even one word

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

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

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

Have students set personal growth goals

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

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

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

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

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

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

Unit Overview

Content Area:	French 4H
Unit Title:	Unit 3: Notre Planète
Target Course/Grade Level:	Grade 10, Intermediate – High Level

Unit Summary:

Students use the target language in the three modes of communication to explore endangered species, environmental issues and ways of being environmentally-conscious citizens in the target language countries.
(Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interdisciplinary Connections

History
Mathematics
Architectural
Music
Science
Economics
Health
Arts / Fine Arts

21st Century Themes and Skills:

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

Learning Targets

Standards:	World Languages, Intermediate-High 6-12
Strand:	Interpretive Mode
7.1.IM.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IM.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IM.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IM.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IM.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IM.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Strand:	Interpersonal Mode

7.1.IM.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IM.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IM.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IM.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
Strand:	Presentational Mode:
7.1.IM.C.1	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IM.C.2	Use language in a variety of settings to further personal and/or academic goals.
7.1.IM.C.3	Use language creatively in writing for a variety of purposes.
7.1.IM.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials .
7.1.IM.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IM.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Strand:	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate</i>

	<i>digital tools and resources.</i>
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions (in the target language) How do you express astonishment and fear How do you ask for and give advice? How do you caution someone? How do you make predictions and express assumptions? How do you express and support an opinion?</p>	<p>Unit Enduring Understandings: <i>I will understand that...</i> Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. Human and animal migration are often related to the availability of resources and the ability to adapt to the environment. When I reflect upon what I want to say in speech and writing and change it based on my reflections the work product is enhanced.</p>
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Unit Learning Targets
Students will be able to demonstrate knowledge of the following skills and concepts:
 Students will
 Incorporate animal and environment terms when discussing the global environmental problems.
 Use the conditional to advise on environmental solutions
 Use Si Clauses to express hypothetical situations and consequences due to the environmental changes
 Use Craindre and Avoir Peur to express fear using “de + infinitive”
 Incorporate expressions of importance “il faut/il est important/imperative/interdit etc” to express urgency.
 Compare and contrast environmental issues using the comparative/superlative forms
 Geoculture of French-speaking America

Evidence of Learning

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

Summative Assessment
 Research an endangered species in the French-speaking World
 Create a digital presentation for keeping our environment clear using Si Clauses and appropriate expressions of importance
 Research various francophone countries on their environmental policies, solutions, and problems. Then create a website detailing them.
 Engineer a way to extract clean water from polluted water. Then write and present orally to explain the process.
 Create an advertisement (video form OR digital form) for a hybrid/electric car of your choice by elaborating on advantages for the environment and personal comfort.
 Vocabulary/Grammar Test

Equipment Needed: Interwrite Board, projector, laptops
 Teacher Resources: PC, Language Lab,
 Bien Dit 3 textbook
 Bien Dit 3 cahier de vocabulaire et grammaire
 Imaginez
 Apprenons
 DVD: télévocab
 Grammavision

Téléroman

On rappe

WIKI

Skype

Teacher created materials

Lesson Plans

Weekly Objectives

Week 1-2:

Vocabulary for wild animals. Expressions to express astonishment, fear, forbid and give warning,
Grammar: the subjunctive with expressions of fear
Geoculture: L'Amérique Francophone

Week 3:

Applications to real-life situations

Week 4-5:

Vocabulary- Natural Phenomena, expressions to caution, to tell why something happened
Grammar: the Comparative and superlative

Week 6-7:

Vocabulary: Endangered Natural Resources
Expressions to make predictions, to express assumptions, to express and support opinions
Grammar: quand, lorsque, and dès que

Week 8-9: Real-life applications

Week 10

Summative Assessment

Lesson activities

Ongoing: textbook activities, quick chat

Guess an animal from its description, round robin with animal descriptions and your reaction to the facts, TPR animal actions, brain storm what would harm the animals. Skit tourist – park ranger

Research and describe an endangered species. Share your research with the class via google doc, have class complete a scavenger hunt to match animals with facts

Look back on 2015 to identify and label environmental disasters. The Earthquake in Haiti – listen to the interviews with the witnesses
Film "L'homme qui plantait des arbres": compare and contrast the landscape using comparative forms.

Compare/Contrast the Hybrid / Electric cars in the market and present on the one that you would buy, explaining the reasons and advantages to the client and environment
Lecture Culturelle: Dépollution par le lombric

Public Speaking: create a short speech to present for class election on environmental policies (create a digital presentation for keeping our environment clear using Si Clauses and appropriate expressions of importance). Students listening must participate by asking pointed follow up questions

Research various francophone countries on their environmental policies, solutions, and problems. Then create a website detailing them. Readings from "Imaginez". Skype with a French school on how to be environmentally conscious citizens

Listen to podcasts from Canal Academie, complete before and after-listening activities

Read news/magazine articles about the advancement and problems relating to the environment. Discuss viability of these solutions. (FRANCE NATURE ENVIRONNEMENT)
Song "Respire".
Computer self-test

Unit Test

Project presentation

Engineer a way to extract clean water from polluted water.

Then write and present orally to explain the process.
Film Jean de Florette – writing about facts and opinion

Teacher Notes:

Curriculum Development Resources

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

www.lespetitscitoyens.com (august 3rd edition)

www.lespetitscitoyens.com (Clip 22)

www.youtube.com (Dessin Animé Réchauffement Climatique CG92)

www.lemonde.fr

www.atlantico.fr

www.fne.asso.fr

Modifications:

• **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

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

Allow open book tests

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

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

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

Accept participation at any level, even one word

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

- **Special Needs Students:**

Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series.

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

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

Have students set personal growth goals

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

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

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

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

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

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

Unit Overview

Content Area:	French 4H
Unit Title:	Unit 4: La Société et le Média – Society and the Media
Target Course/Grade Level:	Grade 10, Intermediate – High Level

Unit Summary:

Students use the target language in the three modes of communication to compare the role of the media in the French-speaking world and the USA (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interdisciplinary Connections

History
 Mathematics
 Architectural
 Music
 Science
 Economics
 Health
 Arts / Fine Arts

21st Century Themes and Skills:

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

Learning Targets

Standards:	World Languages, Intermediate-High 6-12
Strand:	Interpretive Mode
7.1.IM.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IM.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IM.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IM.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IM.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IM.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Strand:	Interpersonal Mode

7.1.IM.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IM.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
7.1.IM.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IM.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
Strand:	Presentational Mode:
7.1.IM.C.1	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IM.C.2	Use language in a variety of settings to further personal and/or academic goals.
7.1.IM.C.3	Use language creatively in writing for a variety of purposes.
7.1.IM.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials .
7.1.IM.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IM.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Strand:	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate</i>

	<i>digital tools and resources.</i>
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions (in target language)</p> <p>How do you break news? How do you ask for information? How do you express a point of view? How do you speculate?</p>	<p>Unit Enduring Understandings:</p> <p><i>I will understand that...</i></p> <p>Online podcasts, videos, and websites provide current information on perspectives of the target culture on local, national, and global problems/issues</p> <p>Human and animal migration are often related to the availability of resources and the ability to adapt to the environment.</p> <p>Knowing the historical and cultural contexts of text helps me to understand the author’s perspective.</p>
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<p>Unit Learning Targets</p> <p><i>Students will be able to demonstrate knowledge of the following skills and concepts:</i></p> <p>Use the appropriate terminology to describe various publications (online and print)</p> <p>Use expressions to express doubt and certainty</p> <p>Explore and analyze the partiality/impartiality of current media publications</p> <p>Compare and contrast the methods of French and U.S. news media outlets (print (news/tabloids) and television)</p> <p>Discuss differences in current events that are highlighted in French and U.S. publications and media</p> <p>Create reports on current events in the francophone countries</p> <p>Identify and incorporate the terminology concerning political/social issues domain.</p> <p>Identify countries in the European Union.</p> <p>Identify the countries involved in Le Printemps Arabe (the Arab Spring)</p> <p>Differentiate between U.S. government and French government (discuss “Socialism”, presidential campaigns, social limitations/restrictions)</p> <p>Compare/Contrast healthcare in France&Canada versus U.S.</p> <p>Analyze and discuss the role of social networking the 21st century revolutions.</p> <p>Compare and contrast with past revolutionary events in francophone countries.</p> <p>Understand and analyze the various political and social problems that affect France and francophone countries (immigration, social reforms, revolutions, presidential campaigns, etc.)</p> <p>Use object pronouns</p> <p>Use contractions with lequel</p> <p>Use structures Qui est-ce qui? Qui est-ce que? Qu’est-ce qui? Qu’est-ce que?</p>
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Evidence of Learning

<p>Formative Assessment:</p> <p>Recorded students’ exchanges</p> <p>Vocabulary and grammar quizzes</p> <p>Mini-skits</p> <p>Cultural trivia</p> <p>Listening comprehension activities (a news cast, a you-tube video, recorded mini-dialogues)</p> <p>Reading comprehension of culturally authentic sources (a penpal letter, a magazine article)</p> <p>Information gap interpersonal exchanges</p> <p>Exit slip (short written response)</p> <p>Summative Assessment:</p> <p>Write a persuasive essay on whether young students should be encouraged to read newspapers.</p> <p>Write an email to a friend recommending him to subscribe to a current magazine/news publication that you are interested in.</p> <p>Create an “impossible news segment”. As a journalist, conduct a video interview of a famous French/ Francophone individual (while Incorporating “qu’est-ce qui/qu’est-ce que/qui est-ce que”)</p>
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Create a weather report video/podcast to show how affected school events may be.
 Research Two important but controversial news/sports/tabloid events in the U.S. and France (one each. Charli Hebdo shootings, Facebook Privacy issues, etc.) that are reported on a French news website and a U.S. news website. Then present visually (e.g. using a Venn Diagram) and orally the different approaches to the news.
 Grammar/Vocabulary Unit Test
 Group Project: create a class newspaper (or news website) including articles, reports, classifieds, and weather, even interviews embedded
 Write a persuasive essay to a French publication on healthcare reform in the U.S. “Should we follow the French model or not?”
 Create a website for young French children to show them what it is to be a U.S. citizen, detailing rights and explaining the diversity in the U.S.

Equipment Needed: Interwrite Board, projector, laptops

Teacher Resources: PC, Language Lab,

Bien Dit 3 textbook

Bien Dit 3 cahier de vocabulaire et grammaire

Imaginez

Apprenons

DVD: télévocab

Grammavision

Téléroman

On rappe

Skype

WIKI

Teacher created materials

Lesson Plans

Weekly Objectives

Week 1-2:

Vocabulary for various rubrics, Expressions to break news, to ask for information

Grammar: subjunctive with doubt, disbelief, uncertainty; placement of object pronouns

Geoculture: The European Union

Week 3:

Applications to real-life situations

Lesson activities

Ongoing: textbook activities, quick chat

Look at different publications and Identify and differentiate between various publications available (daily, weekly, monthly, tabloids, newspaper, magazines, news magazines, subscriptions)

And Identify and label the people involved in the publication process (editor/journalists) using “quelqu’un, quelquefois, quelque chose, quelque part”

Look at various news reports and use the expressions of doubt/certainty to state whether you believe the news. (including verbs Croire/Paraitre)

Incorporate negatives (rien/pas encore/jamais/plus/personne/nulle part/aucun” (Grammar exercises)

Research American publications (e.g. financial times, Forbes magazine). Then create a website where French citizens can subscribe for the publications by writing a small summary detailing the type and interest of the publication.

Debate on whether print publication is necessary in the 21st century.

“Qu’est-ce qui/ qu’est-ce que/ qui est-ce que” Playing « Taboo », partners will ask 20 questions to guess the important event that the student is trying to relay.

Week 4-5:
 Vocabulary: elections and government; expressions to express a point of view, to speculate

Read, understand, and analyze various articles concerning “grèves, le printemps arabe, who is François Hollande, social and racial problems in France” Create a Venn Diagram to show similar/differences in U.S. political/social issues.

Create a timeline of all the presidents of France since WWI. Detail their political agendas. (Chroniques p.356-357)
 Use object relative pronouns to create complex sentences compare with English(Grammar exercises)
 Review Conditional tense for use in the assessment political/writing campaigns (would/could)
 Use Chacun/Chacune to state what each should/should not have/do
 Create your own French I.D. Read an article about identity issues in France

Week 6: Real-life applications

Write a persuasive essay to a French publication on healthcare reform in the U.S. “Should we follow the French model or not?”
 Create a WIKI entry for young French children to show them what it is to be a U.S. citizen, detailing rights and explaining the diversity in the U.S.

Week 7-8
 Summative assessment

Group Project (3students/group): Create a revolutionary campaign for the high school. You are interested in changing something in the school. Create posters and campaign for your ideas. After a presidential election debate, we will vote for the French class president.
 Unit Test

Teacher Notes:

Curriculum Development Resources

- www.lemonde.fr
- www.atlantico.fr
- Youtube.com
- La Revue magazine
- www.tv5.org
- www.lefigaro.fr
- www.parismatch.fr
- www.fr.meteo.yahoo.com
- www.20minutes.fr
- La Revue magazine
- www.lespetitscitoyens.com
- www.curiosphere.tv

Modifications:

- **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

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

Allow open book tests

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

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

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

Accept participation at any level, even one word

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

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

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

Have students set personal growth goals

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

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

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

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

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

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

Unit Overview

Content Area:	French 4H
Unit Title:	Unit 5: La Revue de la Patrimoine Culturelle de la Francophonie – Review of the Cultural Heritage of the French-Speaking World
Target Course/Grade Level:	Grade 10, Intermediate – High Level

Unit Summary:

Students use the target language in the three modes of communication to explore the visual art, the music, the poetry of the French-speaking world (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interdisciplinary Connections

History
 Mathematics
 Architectural
 Music
 Science
 Economics
 Health
 Arts / Fine Arts

21st Century Themes and Skills:

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

Learning Targets

Standards:	World Languages, Intermediate-High 6-12
Strand:	Interpretive Mode
7.1.IM.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
7.1.IM.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
7.1.IM.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IM.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
7.1.IM.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
7.1.IM.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
7.1.IM.A.8	Analyze structures of the target language and comparable linguistic structures in English.
Strand:	Interpersonal Mode
7.1.IM.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information.
7.1.IM.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.

7.1.IM.B.3	Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies.
7.1.IM.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
Strand:	Presentational Mode:
7.1.IM.C.1	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IM.C.2	Use language in a variety of settings to further personal and/or academic goals.
7.1.IM.C.3	Use language creatively in writing for a variety of purposes.
7.1.IM.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials .
7.1.IM.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IM.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
Strand:	F: Critical thinking, problem solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>
8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

<p>Unit Essential Questions (in target language) How do you describe a painting? How do you talk about poetry? How do you talk about dance? How do you talk about music?</p>	<p>Unit Enduring Understandings: I will understand that... Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) Knowing the historical and cultural contexts of text helps me to understand the author's perspective. In order to get better at language, I need to consciously work toward more grammatical accuracy. Knowing which strategies to use to make my presentations more engaging will depend on the specific task and audience. I will understand that...</p>
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Unit Learning Targets

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

- Identify terms relating to art
- Express subjective opinions
- Give an impression
- Research vocabulary pertaining to art

Evidence of Learning

Formative Assessment:

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

Summative Assessment:

- Oral presentation - opinion on a work of art
- Role play: interview with an artist
- Group project: a PPT presentation of an art form from the French-speaking world

Equipment Needed: Interwrite Board, projector, laptops

- Teacher Resources: PC, Language Lab,
- Bien Dit 3 textbook
- Bien Dit 3 cahier de vocabulaire et grammaire
- Imaginez
- Apprenons
- DVD: télévocab
 - Grammavision
 - Téléroman
 - On rappe
- Skype
- Teacher created materials

Lesson Plans

Weekly Objectives

Week 1-2:
Group project: research

Week 3-4:
Group project: presentations

Week 5: review

Week 6:
Summative assessment

Lesson activities

Students will research a form of art originated from a French-speaking country, make digital presentation and a study guide to be presented to class (vocabulary, comprehension questions, opinion questions)

Students will present their projects to class. The class will complete the study guides prepared by their classmates

20- questions game, gallery walk (an different art form each day)

A Role-play: an interview with an artist. Students will be assigned a name of an artist or poet and conduct an impromptu interview with each other at the end of which they will guess the name of the artist/dancer/ poet

Teacher Notes:

Curriculum Development Resources:

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

Imaginez
www.youtube.com
Google.fr

Modifications:

- **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

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

Allow open book tests

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

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

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

Accept participation at any level, even one word

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

- **Special Needs Students:**

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

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

Have students set personal growth goals

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

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

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

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

Teach: Pre-reading strategies; ‘During’ reading strategies; Post-reading strategies; Use of manipulatives;

Use of graphic organizers; Frequent repetition; Learning centers or stations that address varied activities, skills, learning modalities

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

Unit Overview

Content Area:	French 4H
Unit Title:	Unit 1: Le Monde du Travail - The Professional World
Target Course/Grade Level:	Grade 10, Intermediate – High Level

Unit Summary:

Students use the target language in the three modes of communication to explore how the job market and preparation for a professional life are similar and different in the home and target culture(s). (Assessment of the interpretive mode may be in English; however, the text is always in the target language.)

Interdisciplinary Connections

History
 Mathematics
 Architectural
 Music
 Science
 Economics
 Health
 Arts / Fine Arts

21st Century Themes and Skills:

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

Standards:	World Languages, Intermediate-High 6-12
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7.1.IM.A.1	Analyze and critique information contained in culturally authentic materials using electronic information and other sources related to a variety of familiar and some unfamiliar topics.
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7.1.IM.A.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture(s) and in one's own culture.
7.1.IM.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
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7.1.IM.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
Strand:	Presentational Mode:
7.1.IM.C.1	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
7.1.IM.C.2	Use language in a variety of settings to further personal and/or academic goals.
7.1.IM.C.3	Use language creatively in writing for a variety of purposes.
7.1.IM.C.4	Explain the structural elements and/or cultural perspectives found in culturally authentic materials .
7.1.IM.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
7.1.IM.C.6	Explain/demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce.
Standard:	Technology: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
Strand:	A. Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>
8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
8.1.12.A.3	Collaborate in online courses, learning communities, social network
Strand:	B. Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial
Strand:	C. Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
Strand :	D. Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>
8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
8.1.12.D.2	Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
8.1.12.D.3	Compare and contrast policies on filtering and censorship both locally and globally.
8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.
8.1.12.D.5	Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Strand:	E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

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

<p>Unit Essential Questions (in the target Language)</p> <p>How do you ask about someone’s future plans? How do you make polite requests? How do you write a letter? How do you make a phone call?</p>	<p>Unit Enduring Understandings:</p> <p>I will understand that...</p> <p>Background knowledge, understanding of syntax, and intonation enhance my ability to “read between the lines” of written and spoken messages.</p> <p>Knowing the historical and cultural contexts of text helps me to understand the author’s perspective.</p> <p>Repetition, paraphrasing, and circumlocution will help me avoid misunderstandings, and will help me get what I want and need in an authentic setting.</p> <p>In order to get better at language, I need to consciously work toward more grammatical accuracy.</p> <p>Knowing which strategies to use to make my presentations more engaging will depend on the specific task and audience. I will understand that...</p> <p>Background knowledge, understanding of syntax, and intonation enhance my ability to “read between the lines” of written and spoken messages.</p>
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Unit Learning Targets
Students will be able to demonstrate knowledge of the following skills and concepts:

Identify terms relating to professions and finance
 Seek and apply for a job with cover letter and curriculum vitae (understand the difference between résumé and C.V.)
 Express the reasons for their future career
 Apply and use terms of the future (tomorrow, day after, next month, next year)
 Use the future tense and near future tense to elaborate the method of obtaining their career and future goals
 Understand and effectively discuss comparisons of the job climate in various francophone countries and the US.

Evidence of Learning

Formative Assessment

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

Summative Assessment

Oral presentation Ma future profession.
 Skype with France about future professions
 Role play: interview with a potential employer
 Group project: videos on services at Midland Park
 Research: career preparation in France
 Vocabulary/Grammar Test

Equipment Needed:

Interwrite Board, projector, laptops

Teacher Resources: PC, Language Lab,

Bien Dit 3 textbook

Bien Dit 3 cahier de vocabulaire et grammaire

Imaginez textbook

Apprenons textbook

DVD: télévocab

Grammavision

Téléroman

On rappe

Skype

Teacher created materials

Lesson Plans

Weekly Objectives

Week 1-2:
 Vocabulary- professions and service
 Grammar- The Future, the feminine forms of nouns
 Culture- France

Week 3:
 Applications to real-life situations

Week 4-5:
 Vocabulary- telephone and formal letter vocabulary
 Grammar – the future perfect; he present participle
 Culture- Nice
 Real-life applications

Week 6-7
 Vocabulary- review
 Grammar- review
 Culture- review
 Cultural Readings

Week 8
 Summative Assessment

Lesson activities
 Ongoing: textbook activities, quick chat

Identify and label the professions using Pictionary. Provide the gender differences.
 Identify professions based on their job requirements
 Using school calendar, state events occurrences by using either near future or future tense while applying terms
 Grammar exercises on future tense (BD3)

Watching training videos on what to do and not to do during a job interview. Setting up an appointment for a job interview
 Conduct an interview for a job

Simulate a phone interview with a fashion company
 Interview a pen pal about his/her career choice and relate using past tense and hopes for near future and 5 years later.

Read news articles on the job climate in francophone countries in Europe. Present projects on services in the community.
 Read “Chroniques Travailler pour vivre ou vivre pour travailler?” (Bien Dit p.80) and discuss the French views on work/money compared to the U.S. Do a web-based research on professional tracks in French High Schools
 Readings and videos from Imaginez
 Computer self-test

Unit Test
 Group project:
 Present projects on services in the community.
 Les Intouchables movie – discussion while viewing of problems of immigration and unemployment

Teacher Notes:

Curriculum Development Resources

Click links below to access additional resources used to design this unit:
www.lespetitscitoyens.com (droit a l’education)
www.curiosphere.tv
www.lemonde.fr

www.yahoo.fr
 www.lefigaro.fr
 www.youtube.com (Alsace : le stress du travail, mal du siècle)

Modifications:

- **English Language Learners**

Give tests orally

Give instructions/directions in writing and orally

Assign a buddy, same language or English speaking

Allow errors in speaking

Allow errors in writing

Accept writing in first language

Highlight key vocabulary

Reduce amount of work required

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

Allow open book tests

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

Rephrase questions, directions, and explanations

Use group projects rather than individual work

Reduce multiple choices to two

Provide study guides and/ or outlines

Provide video on subject

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

Accept participation at any level, even one word

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

Slow-paced learners option for differentiated instruction incorporated in “Bien Dit” series.

Preferential seating

Strategic/flexible grouping and pairing

Ample wait time before calling on students

Student self-assessment, self-monitoring of progress

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

Have students set personal growth goals

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

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

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

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

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

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