

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

CLASSICAL & WORLD LANGUAGES DEPARTMENT

FRENCH 3

Grade Level: 10-12

Credits: 5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 27, 2012

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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French III - Introduction

Introduction

Course Philosophy

The Freehold Regional High School District's French program is a five-level educational program that consists of a linear range of courses, French I through Advanced Placement French, comprised of a variety of training, experiences and activities. The French III course is designed to further develop and enhance student skills necessary to function at the next level of articulated courses.

All students will demonstrate evidence of ability, proficiency, and interest in identified components of the curriculum, both general and specific, through structured training. Specific task objectives are relative to current language and cross-curricular standards which are meshed with student abilities and opportunities. This approach contributes to the development of a well-rounded student, one that demonstrates good citizenship, and critical thinking and problem solving skills.

Curricula are established to provide educational milestones and benchmarks to assist educators and parents in achieving students' educational goals, to foster efficient classroom instruction, and evaluate students' growth. The vitality of the curriculum will come from the individual teacher whose knowledge, experience and creativity will make it meaningful for each student. It is hoped that this curriculum will provide a sound foundation for students' learning and acquisition of skills to gain employment and become a productive member of society.

Course Description

French III students will learn about more facets of the francophone world as they continue to expand their knowledge of vocabulary and grammatical applications that make the language work. Students will be challenged in a variety of learning styles through a variety of teaching media. Authentic francophone world readings, songs, and other ancillary materials will introduce and reinforce vocabulary and grammatical concepts presented in contextual situations. In doing so, students will be able to compare and contrast their own lives with those of members of the global francophone world. The scope and variety of activities outlined here will contribute to the students' readiness in post-secondary and workplace situations.

Course Map and Proficiencies/Pacing

Course Map

Relevant Standards	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic	Formative	Summative
<p>7.1.IL.A.7 7.1.IH.A.8 7.1.IM.A.2 7.1.NH.B.4 7.1.IL.C.3 7.1.IM.C.1 7.1.IL.C.6 FL.3-12.7.1NH.AF FL.3-12.7.1NH.BF FL.3-12.7.1NH.CE</p>	<p>Knowledge of a foreign language will render travel experiences more enjoyable for tourists and more productive for business people.</p> <p>The francophone world includes many nations in Africa, North America, Europe, and South East Asia and French is recognized as the official or working language in international venues and commerce.</p>	<p>What are the countries in the world where French is spoken as an official or otherwise recognized language?</p> <p>How did French come to be an official language in such places as Quebec, Canada and Cote d'Ivoire, Africa?</p> <p>How would knowledge of a second language enhance your career opportunities?</p>	<p>Without the use of any text or other source, list the names of countries in the world in which French is spoken.</p> <p>Using the textbook maps section as a reference, try to explain how French came to be the official or recognized language in shaded countries.</p> <p>Can you name a few careers in which knowledge of another language can be very useful?</p> <p>Create and administer a five question survey about the comfort or discomfort of fellow students when in a non-English or non-mother language-speaking environment in order to ascertain how successful and productive a traveling business person might be.</p>	<p>Given a map of North America, shade the regions in which French is spoken as an official or recognized language.</p> <p>Given a map of Africa, shade regions and countries in which French is an official or recognized language.</p> <p>Given a map of Europe and Asia, shade regions and countries where French is an official or recognized language.</p> <p>Research the name and adventures of an explorer to the New World or other area in the world and present findings about his exploits in the form of a multimedia creation.</p> <p>Use the internet to learn about an occupation for which knowledge of a second language may be necessary.</p> <p>Use real language skills acquired in the unit of study to inquire about hotel lodgings for a business visit.</p> <p>Produce a skit in which you pose questions in the target language concerning room availability, price, amenities, and nearby conveniences including subway, newsstand, and restaurants.</p> <p>Use text generated quizzes to measure skills acquisition involving real language.</p>	<p>Administer text-generated test which includes listening comprehension, speaking proficiency and writing and reading comprehension components.</p> <p>Propose an audio-visual report that demonstrates proficiency with the unit life-skills, familiarity with hotel room search, check-in, and information-seeking questions.</p> <p>Create a classified advertisement in which an internationally-known firm seeks persons with qualifications including multi-lingual capabilities.</p>

<p>7.1.IM.A.2 7.1.IM.A.7 7.1.IL.C.5 7.1.NH.B.4 FL.3- 12.7.1NH.AD FL.3- 12.7.1NH.BD FL.3-12.7.1NH.CD</p>	<p>Means of and demand for public transportation differs from one culture to another.</p> <p>Many countries are actively researching and developing more efficient means of transportation.</p>	<p>How does public transportation in your home town compare to that of other parts of the world?</p> <p>What measures are being taken to reduce the adverse effects of burning fossil fuels to power transportation?</p>	<p>Survey the class in the target language to learn if students are aware of public transportation means around them and the costs of using such means.</p> <p>Use unit vocabulary to question students about their use and family use of our local transportation.</p> <p>Survey the students in the target language about their knowledge of such things as the French "TGV" or Paris' "Velibre," "Le metro" and other transportation options.</p>	<p>Use textbook-generated quizzes to assess acquisition of unit vocabulary and grammatical structures.</p> <p>Students will create and perform a skit in which they play the roles of ticketing agent and traveler who needs to find the appropriate train and tickets for his destination.</p> <p>Students may research local and national train travel costs and compare them to equidistant trips to countries of the francophone world.</p> <p>Prepare a short skit in which the train traveler is controlled by the conductor and also needs to know if a corresponding train is needed to reach the final destination.</p> <p>Students will research on the Internet to locate francophone countries in the world where alternative power sources are being used to propel automobiles, buses, and other means of transport.</p>	<p>Students will present a multimedia project in which they travel by train from a major city in which they have just landed by jet plane, to another smaller city outside the metropolis. Project will indicate proficiency with essential traveler's needs and a tourist site to see or visit in transit.</p> <p>Teachers will administer the text-generated unit test which includes writing, listening comprehension, reading comprehension, and speaking components.</p>
<p>7.1.IM.A.7 7.1.NH.B.4 FL.3- 12.7.1NH.AE,I FL.3- 12.7.1NH.BE,I FL.3- 12.7.1NH.CE,I</p>	<p>Within existing national economies, rural and urban societies coexist and are interdependent.</p> <p>Lifestyles differ between urban and rural societies from country-to-country.</p>	<p>How do rural and urban lifestyles differ?</p> <p>If given the choice, which living situation would you prefer?</p> <p>What factors determine the rate and direction of migration between urban and rural centers?</p>	<p>Survey the class in the target language about the advantages of living in their current environment as compared to a more urban one.</p> <p>Survey the students in the form of a written journal entry about the best place to live. What major problems and benefits can be associated with each living situation?</p>	<p>Research to find population figures for major urban centers of the francophone world and present findings in a population density map of the country of choice.</p> <p>Administer the textbook-generated quizzes to assess student mastery of language mechanics and vocabulary through the unit.</p>	<p>Administer the text-generated unit test that includes listening and reading comprehension, writing and speaking proficiency components.</p> <p>Create a graphic display of advantages and disadvantages of living an urban or rural situation.</p> <p>Research and present findings about major cities in the francophone world and demographic changes they have experienced in the past fifty years.</p>

<p>7.1.IM.A.7 7.1.NH.B.4 7.1.IL.B.5 7.1.IM.C.5 FL.3-12.7.1NH.AJ FL.3-12.7.1NH.BB FL.3-12.7.1NH.CB</p>	<p>Traditions embedded in national, religious, and personal holidays vary greatly within the francophone world.</p> <p>Patriotism is an important component of a nation's identity.</p>	<p>What are "patriotism" and "nationalism?" In what ways do countries demonstrate them?</p> <p>What religious, national, or personal traditions are most important to you?</p> <p>How do certain traditions such as weddings, burials, baptism, etc. differ among francophone countries?</p>	<p>Survey the class in the target language to reach a group consensus about the meanings of "patriotism" and "nationalism."</p> <p>Describe activities and traditions that indicate that one possesses a spirit of patriotism and nationalism.</p> <p>In the form of a journal entry written in the target language describe your own traditions and patriotic displays.</p> <p>Survey the students about their familiarity with traditions in francophone regions around the world.</p>	<p>Use the text-generated quizzes and ancillary materials to assess student achievement in the use of the target language to discuss and juxtapose traditions and customs in the francophone world.</p> <p>Use the internet to research the aforementioned facets of francophone cultures.</p> <p>Choose a culture/country and graphically compare several traditions when all students have completed and compiled their research.</p>	<p>Administer the text-generated unit test to measure student achievement.</p> <p>Use the on-line chapter quizzes and activities to assess student achievement.</p> <p>Encourage students to produce multimedia presentations in which the aforementioned traditions and customs are highlighted.</p>
<p>7.1.IM.A.7 7.1.NH.B.3 7.1.IM.C.5 FL.3-12.7.1NH.AJ FL.3-12.7.1NH.BJ FL.3-12.7.1NH.CJ</p>	<p>Social conventions, such as proper manners, are an integral part of culture and provide valuable insight on cultural norms.</p>	<p>What verbal and non-verbal language signals represent appropriate or inappropriate messages?</p> <p>How do norms of courtesy and social etiquette in parts of the francophone world differ from our own?</p>	<p>Survey the class to find a consensus about the meaning of the terms "norms of courtesy" and "social etiquette."</p> <p>Survey the class in the target language to learn about student perceptions of courtesy and social etiquette in the francophone world.</p>	<p>Use textbook and ancillary materials to develop and assess target-language skills necessary to discuss social etiquette and norms.</p> <p>Search the Internet to find illustrations of proper social situational conduct. (For example - shaking hands and kissing on the cheek.)</p> <p>Use the textbook and ancillary materials to help students learn the distinction of "tu" and "vou" as well as other social conventions peculiar to the francophone world.</p> <p>Create and present short skits that demonstrate proper and improper social interaction.</p> <p>Create individual posters that illustrate proper and improper manners. Use the target language to narrate the actions depicted.</p>	<p>Administer the text-generated unit test which includes listening and reading comprehension, writing and speaking components.</p> <p>Graphically illustrate and juxtapose social norms in various francophone cultures as compared to our own.</p>

<p>7.1.IM.A.7 7.1.IL.B.5 7.1.IM.C.3 7.1.NH.C.5 FL.3-12.7.1NH.AI FL.3-12.7.1NH.BI FL.3-12.7.1NH.CI</p>	<p>In open societies, readily-available media outlets provide information for diverse audiences.</p> <p>Shopping norms for everyday sundries, such as food stuffs, differ and shed light upon one's own habits as compared to others'.</p>	<p>What media sources of information are the most popular in various parts of the francophone world?</p> <p>How can we use the media to analyze and understand the importance of historical events?</p> <p>How do young people, who depend primarily upon their guardians, and who may be students or laborers living on fixed incomes, manage to afford to buy simple luxuries?</p>	<p>Informal class discussion of information sources today. Students discuss the type of information they seek, how often, and from which sources.</p>	<p>Students evaluate a francophone website to determine its authenticity and essential themes, and to find specific news pieces or other information. Students also list some of the links present, explore and discuss navigational tools.</p> <p>Students share impressions of the site including whether or not they would use it regularly.</p>	<p>Group project: Presentation an analysis of a French-language website, to include exploration of some of its internal and external links, the type of advertising present, experimentation with navigational tools, an evaluation of the origin and authenticity of the site as well as its major objectives. Students include their personal impressions of the site, discussing ideas such as ease of use, visual appeal, and value as a resource.</p>
<p>7.1.IM.A.7 FL.3-12.7.1NH.AG,H FL.3-12.7.1NH.BG,H FL.3-12.7.1NH.CG,H</p>	<p>Economics determine the type and frequency of leisure activities in which societies can participate and therefore one is obliged to choose.</p>	<p>What types of leisure activities do students of your age enjoy in the francophone world?</p> <p>How are leisure time interests impacted by fiscal and environmental factors?</p> <p>Are there universal themes to be found in listening to the music and seeing the art of other nations?</p>	<p>Teacher-led discussion with image or video prompts of several options for spending free time, and selected relevant new vocabulary. Students list factors that would influence or limit their choices, and categorize the activities according to how often they would likely enjoy them.</p>	<p>Mini-project: students create posters and share with classmates the activities they enjoy and can afford to do often.</p> <p>Mini-project: students create posters and share activities they would enjoy if they had the financial means.</p>	<p>Skit: Students create and perform a scenario in French between friends of very different financial means. The friends compare and contrast the relative economic situations of their families and the limits to and/or opportunities for leisure time, whether or not they work or receive an allowance, and how much money they can spend on leisure. Students incorporate props such as costumes, travel brochures, video, music, movie posters or trailers, images of sports venues, museums, restaurants, etc. into their dialogs.</p>

<p>7.1.IM.A.7 7.1.IM.B.4 FL.3-12.7.1NH.AB,E FL.3-12.7.1NH.BB,E FL.3-12.7.1NH.CB,E</p>	<p>Much of the European continent has been unified into a single economy sharing one currency, a common defense, and the ability to move freely among member countries despite the fact that national borders still exist.</p>	<p>What is a shared currency, and is it good or bad for an individual country?</p> <p>What does a country's currency have to do with its economy?</p> <p>What is a common defense system, and does it make an individual country more or less secure?</p> <p>If there is a common currency or joint defense program in a region such as Europe or North America, are the individual countries still unique and independent?</p>	<p>Teacher opens discussion with leading questions: Where is the Euro Zone? What is NATO? What is the European Union?</p> <p>Teacher provides some new French vocabulary to help students contribute to discussion.</p>	<p>Students read a short article on the European Union from an established, authoritative source.</p> <p>Students could be paired, use their class notes and other resources to learn as much as possible from the article in 5-10 minutes.</p> <p>Students note any terms they cannot jointly understand to be put to the class as a whole; students answer 3-5 questions from the article, verbally, then in writing.</p>	<p>Group research projects on topics such as the euro, currency exchange, NATO, the European Union, the Euro Zone, pros and cons of common defense, pros and cons of common currency.</p> <p>Groups present findings via reports and/or oral presentations including, for example, posters, slide shows, maps, web pages, video clips, regalia (flags, currency), etc.</p>
<p>7.1.IM.A.7 7.1.IL.B.4 7.1.IM.C.2 7.1.IL.C.5 FL.3-12.7.1NH.AJ FL.3-12.7.1NH.BJ FL.3-12.7.1NH.CJ</p>	<p>Developed countries around the world have established limits of acceptable conduct and rules to regulate behavior.</p> <p>The media report on and interpret the incidences of misconduct.</p>	<p>How do open (democratic) societies create and enforce codes of conduct?</p> <p>In an open (democratic) society, are there conflicts between rights and privileges?</p> <p>In an open society, is there a conflict between freedom and security?</p> <p>How do communities, legal systems, and the media balance regulating behavior (maintaining security) and respecting privacy?</p>	<p>Informal class discussion in French of one's rights and freedoms and of the inherent balance between them.</p> <p>Without text or notes, students prepare to share thoughts on security in the post 9/11 era and the implications on our freedom.</p> <p>Informal discussion in French of the concept of a civil society.</p>	<p>Compositions in French in which students outline then analyze institutions governing conduct in our society and take a position.</p> <p>Compositions in French in which students compare and/or contrast key United States institutions which promote and maintain a civil society.</p>	<p>Debates or presentations in which students take a position and argue that either greater freedom or greater security benefits society.</p> <p>Debates or presentations in which students take a position on what constitutes a civil society, incorporating relevant, specific vocabulary.</p>

<p>7.1.IM.A.7 7.1.IM.B.5 FL.3- 12.7.1NH.AD FL.3- 12.7.1NH.BD FL.3-12.7.1NH.CD</p>	<p>National, religious, and communal traditions are reinforced and passed to the next generation at various stages of development from birth, through adulthood, and death.</p>	<p>What are some of the traditions that have had the largest impact on you and your family?</p> <p>When, where, and how are those traditions celebrated?</p> <p>Which traditions are shared within the community, and which are more personal and individual to your family?</p> <p>What are the origins of the most important traditions you celebrate?</p> <p>Have the traditions changed in any significant way since you first recall celebrating them?</p>	<p>Without the aid of text or notes, students recall holidays and their dates, and then put them in order of preference.</p> <p>Students list and prepare to discuss with classmates family traditions.</p> <p>Teacher provides leading questions and image prompts.</p>	<p>Closure activity: List religious holidays and the months in which they occur, in chronological order.</p> <p>Closure: List selected United States national holidays in chronological order; pair with French national holidays and include dates.</p> <p>Closure: Which US holidays have French counterparts and why?</p>	<p>Oral presentations in French on favorite family traditions or favorite holidays. Students create and incorporate several components such as props, costumes, posters, video, music, and slide shows.</p> <p>Group skits depicting holiday activities. Students create roles, dialog, props, costumes, etc, and perform for the class.</p>
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Proficiencies and Pacing

Unit Title	Unit Understanding(s) and Goal(s)	Recommended Duration
Unit 1: Living, traveling, and working, abroad	<p>Knowledge of a foreign language will render travel experiences more enjoyable for tourist and more productive for business people.</p> <p>The francophone world includes many nations in Africa, North America, Europe, and South East Asia and French is recognized as the official or working language in international venues and commerce.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the countries in the world where French is spoken as an official or otherwise recognized language. 2. Understand and explain how French became an official language in such places as Quebec, Canada and Cote d'Ivoire, Africa. 3. Ascertain how knowledge of a second language would/will enhance one's career opportunities. 	3 Weeks
Unit 2: Les transports en commun	<p>Means of and demand for public transportation differs from culture to culture.</p> <p>Many countries are actively researching and developing more efficient means of transportation.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Explain how public transportation in your home town compares to that of other parts of the world. 2. Recognize and comment on measures being taken to reduce the adverse effects of burning fossil fuels to power transportation. 	3 weeks
Unit 3: La ville et la campagne	<p>Within existing national economies, rural and urban societies coexist and are interdependent.</p> <p>Lifestyles differ between urban and rural societies from country to country.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Compare and contrast rural and urban lifestyles in terms of technological advances, pace of life, and economic obstacles. 2. Comment about the choice of living situation one would prefer explaining the rationale. 3. Recognize factors that determine the rate and direction of migration between urban and rural centers. 	4 weeks

Unit 4: Les fêtes	<p>Traditions embedded in national, religious, and personal holidays vary greatly within the francophone world.</p> <p>Patriotism is an important component of a nation's identity.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Define in his/her own words the meanings of "patriotism" and "nationalism." 2. Discuss various ways that countries demonstrate "patriotism" and "nationalism." 3. Compare and contrast religious, national, or personal traditions and their importance to the student. 4. Explain how certain traditions such as weddings, burials, baptisms, etc. differ among francophone countries. 	3 weeks
Unit 5: Interactions sociales	<p>Social conventions, such as proper manners, are an integral part of culture and provide valuable insight on cultural norms.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate verbal and non-verbal language signals conveying appropriate and inappropriate messages. 2. Appreciate how norms of courtesy and social etiquette in parts of the francophone world differ from our own. 	3 weeks
Unit 6: Le quotidien	<p>In open societies, readily-available media outlets provide information for diverse audiences.</p> <p>Shopping norms for every-day sundries, such as food stuffs, differ and shed light upon one's own habits as compared to others'.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify the most popular media sources in various parts of the francophone world. 2. Understand and analyze the importance of historical events through an examination of media outlets. 3. Discuss how young people, dependent upon their guardians, and students or laborers with fixed incomes, manage to afford simple luxuries. 	4 Weeks
Unit 7: Les Loisirs	<p>Economics determine the type and frequency of leisure activities people can enjoy and the choices they must make doing so.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of leisure activities students' peers in the francophone world enjoy. 2. Explain how fiscal and environmental factors impact leisure time interests. 3. Analyze universal themes found in the music and the art of other nations. 	3 Weeks

<p>Unit 8: Le Pays</p>	<p>Much of the European continent has been unified into a single economy sharing one currency, a common defense, and the ability to move freely from country to country despite the fact that national borders still exist.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and convert our currency, the dollar, into the shared currency of the European Union and in other world currencies, and examine reasons why a shared currency is good or bad for an individual country. 2. Explain the relationship between a country's currency and its economy. 3. Explain the meaning of a common defense system, and its ability to make an individual country more or less secure. 4. Recognize if there is a common currency or joint defense program in a region such as Europe or North America, if the individual countries are still unique and independent. 	<p>4 Weeks</p>
<p>Unit 9: Le Code Social</p>	<p>Developed countries around the world have established limits of acceptable conduct and rules to regulate behavior. The media report on and interpret the incidences of misconduct.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss how societies create and enforce codes of conduct. 2. Discuss how do open societies create and enforce codes of conduct. 3. Describe conflicts between rights and privileges in open societies. 	<p>3 Weeks</p>
<p>Unit 10: Les Valeurs dans la Vie</p>	<p>National, religious, and communal traditions are reinforced and passed to the next generation at various stages of development from birth, through adulthood, and death.</p> <p>At the conclusion of this unit, students will be able to:</p> <ol style="list-style-type: none"> 1. Identify some of the traditions that have had the largest impact on you and your family. 2. Discuss when, where, and how are those traditions celebrated. 3. Identify traditions that are shared within the community, and those which are more personal and individual to your family. 4. Discuss the origins of the most important traditions you celebrate. 5. Analyze how the traditions have changed in any significant way since you first recall celebrating them. 	<p>4 Weeks</p>

French 3 - Unit 1: Living, working, and traveling abroad

L'Hotel: Living, working, and traveling abroad

Enduring Understandings:

Knowledge of a foreign language will render travel experiences more enjoyable for tourists and more productive for business people.

The francophone world includes many nations in Africa, North America, Europe, and South East Asia, and French is recognized as the official or working language in international venues and commerce.

Essential Questions:

What are the countries in the world where French is spoken as an official or otherwise recognized language?

How did French come to be an official language in such places as Quebec, Canada and Cote d'Ivoire, Africa?

How would knowledge of a second language enhance your career opportunities?

Unit Goals:

At the conclusion of this unit, students will be able to:

Recognize the countries in the world where French is spoken as an official or otherwise recognized language.

Understand and explain how French became an official language in such places as Quebec, Canada and Cote d'Ivoire, Africa.

Ascertain how knowledge of a second language would/will enhance one's career opportunities

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How important is it to our students to know the origins of world-wide use of the French language?	Skills: Past tense with 'avoir' and 'etre' The pronoun 'y' The pronoun 'en'	District-approved textbook and ancillary materials	Practice activities in the student text and ancillary materials for reinforcement of indicated skills	Teacher and textbook-generated quiz pages for formative assessments Teacher and textbook-generated summative tests
How do we convey to our students the importance of knowing and taking ownership of the statement "the language of the world of business is the language of the consumer?"	The student must be aware of the global impact that colonization by European nations made on countries in Africa, Asia, North America and in the Islands of the Caribbean Sea.	District-approved textbook and ancillary materials	Vocabulary enrichment, and application according to contextual situation as presented in textbook and ancillary materials Geographic study of francophone territories and countries world-wide Brief overview study of the origins of francophone areas	Daily homework assignments for vocabulary and concept reinforcement. Map study and analysis to pin-point areas of francophone population world-wide Textbook-generated quizzes and tests measuring mastery of vocabulary items and grammar concept Culminating textbook-generated tests for end of unit evaluation Multimedia presentation in French that indicates study of francophone world (e.g., isolated-one-country study that explains the origin of the French language's influence and the role of the language in that area today)
How would knowledge of a second language enhance your career opportunities?	The student must be aware of various career opportunities that capitalize on bilingual speaking abilities.	Ancillary materials including CD ROM program and workbook pages in the district-approved text Cultural readings from the textbook that reveal several places under francophone influence	Use of ancillary or practice materials such as CD ROM program, text generated video for vocabulary review Skits involving vocabulary and conceptual topics studied in the chapter	List of and an investigative report in French on a profession that necessitates bilingual capabilities, especially English and French Internet research leading to dissection of a current event

FL.3-12.7.1.NH.B.4	Ask and respond to questions, make requests, and express preferences in various social situations.
FL.6-12.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
FL.6-12.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
FL.6-12.7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.
FL.9-12.7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
FL.9-12.7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
FL.11-12.7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
FL.3-12.7.1.NH.A.F	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration and preparation.)
FL.3-12.7.1.NH.B.F	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.)
FL.3-12.7.1.NH.C.E	Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Employ manipulatives, such as an interactive white board and pocket chart to aid students in correct verb conjugations.

Students write in a journal describing past events in their lives. Ability levels determine scope and length of entries and frequency of use of être verbs.

Graphic organizers such as the “house of être” and the mnemonic device called “Dr. Mrs. Vandertramp” aid students in using the correct verbs with the auxiliary être in the past tense.

Technology

Students use electronic tools to translate an online article on a social issue related to hotel reservations, hotel ratings, and trends in tourism. Sources include the *Michelin Guide*, classified advertisements, and job application forms. Students then evaluate overall effectiveness and quality, highlighting common problems and discussing pros and cons in their findings about opportunities abroad.

Students utilize the Internet to find booking procedures and other pertinent information regarding hotels and travel abroad.

Students create multimedia presentations incorporating audio and video about virtual tours available on the world wide web.

Students utilize social media to discuss hotels, travel locations and careers of choice.

College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Communication skills: Ability to function in the target language promotes accurate expression of needs and ideas.

Reading skills: Online research necessitates accurate understanding of the written language.

Writing skills: Accurate reporting of journal entries promotes comprehensible output.

Digital literacy: Web quest projects promote and develop technology skills.

Career planning: Investigate and report on a bilingual career.

Social interaction: Group work, skits, and dialogues promote appropriate interaction in the target language.

Problem solving and creativity: Finding the efficient method to procure hotel rooms, train and plane tickets in the target language.

Multicultural experiences: Virtual cross-cultural experiences promote appreciation and tolerance of foreign cultures.

Content knowledge: Using the appropriate vocabulary as contained in this unit is essential to accurate communication.

Character education: Self-confidence increases as students recognize their ability to function appropriately in other languages and cultural situations.

French 3 - Unit 2: Les Transports en commun

Unit 2 Les transports en commun

Enduring Understandings:

Means of and demand for public transportation differ from one culture to another.

Many countries are actively researching and developing more efficient means of transportation.

Essential Questions:

How does public transportation in your home town compare to that of other parts of the world?

What measures are being taken to reduce the adverse effects of burning fossil fuels to power transportation?

Unit Goals:

At the conclusion of this unit, students will be able to:

Explain how public transportation in your home town compares to that of other parts of the world.

Recognize and comment on measures being taken to reduce the adverse effects of burning fossil fuels to power transportation.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What means of public transportation are available to societies in the francophone world?	How to pose questions about the routes, cost and types of public transportation	Students will work with: district approved book and the chapter concerning Les Transports en Commun. The student workbook and ancillary materials provided by textbook program including CD ROM listening comprehension, overhead projections, chapter quizzes and unit test.	Appropriate activities in text and workbook for vocabulary and grammar concept reinforcement and review Text treatment of fundamental vocabulary and grammar concepts. Multimedia research for dissection of the essential questions	Quizzes supplied by the textbook company for segment-by-segment quizzing of vocabulary and grammar topics

How do people in other parts of the world commute to work and to leisure activities?	Using vocabulary in the lesson to describe how people move around in various parts of the francophone world	Newspaper articles, pamphlets, Internet research, textbook	Multimedia research for dissection of the essential questions	Evidence of media research of the essential questions
How are the detrimental effects of pollution being addressed in the francophone world?	Articulating questions and needs in appropriate language as learned from text Expressing recently completed actions with the expression 'venir de'	Newspaper articles, Internet research, pamphlets	Multimedia research for dissection of the essential questions	Presentations in French on question about which measures are being taken to reduce the adverse effects of pollution caused by transportation modes in the francophone world Development of current event articles and summaries in French that speak to the issues

FL.3-12.7.1.NH.B.4

Ask and respond to questions, make requests, and express preferences in various social situations.

FL.6-12.7.1.IL.C.5

Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

FL.9-12.7.1.IM.A.2

Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.

FL.9-12.7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

FL.3-12.7.1.NH.A.D

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

FL.3-12.7.1.NH.B.D

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

FL.3-12.7.1.NH.C.D

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Students will engage in a webquest activity in which they research and plan trips within a city of choice and present their itineraries using public transportation. Students may include a segment about a specific site to visit.

Students will draw a map of the selected city's transport system and will choose a specific line on which they will highlight sites of interest.

In a journal entry, students will use 'venir de' structure to speak about events 'just completed' during their excursion around the selected city.

Technology

Students use electronic tools to translate an online article on urban transportation/travel systems in the francophone world. Students then evaluate overall effectiveness and quality, highlighting common problems and discussing pros and cons of these systems.

Students upload their own findings and opinions to blog or wiki and ask peers to evaluate their work and suggest improvements.

Students create multi-media presentations of various cultures and their transportation systems incorporating audio and video.

Students create an online forum and discuss advantages of measures such as velibre, high occupancy vehicle lanes, and car-pooling.

College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Communication skills: The act of traveling necessitates business people, tourists, and students to use accurate language skills for moving within a city.

Reading skills: Travelers in any civilization need to be able to read timetables, street maps, and subway plans during the course of their daily routine.

Writing skills: Demographic research provides the opportunity for students to synthesize information in coherent well-written exposes.

Digital literacy: Browsing and analyzing data is a key component of a student's repertoire.

Career planning: Study units involving tourism, travel, and working abroad may stimulate student interest thus expanding possible career pursuits.

Social interaction: Students need to function with appropriate language and observe rules for acceptable body language when engaging hotel, train station, and other service personnel.

Problem solving and creativity: A traveler abroad must continually solve logistical problems and work through difficult situations brought on, in part, by language barriers.

Time management skills: Cooperative learning and Internet projects in addition to preparation for in-class presentations necessitate wise use of class and other free time periods.

Multicultural experiences: Train travel, rental bicycle systems (velibre), and ecologically sensitive measures differ between countries. Practice and exposure in the classroom will serve as valid precursory experiences.

Civic engagements: Students may participate in local discussions and interview local leaders in their own language before approaching leaders of foreign cultures.

Content knowledge: Skills acquired in this unit will serve as the foundation for practical application in the real world in real time.

Evaluate evidence: Students will use evaluative measures as they research ecologically-based measures in order to appraise, judge and ultimately decide upon the best course of action.

Character education: Self-confidence and willingness to engage in social interactions will enhance student's chances for success.

French 3 - Unit 3: La ville et la campagne

La Ville et la campagne

Enduring Understandings:

Within existing national economies, rural and urban societies coexist and are interdependent.

Lifestyles differ between urban and rural societies from country to country.

Essential Questions:

How do rural and urban lifestyles differ?

If given the choice, which living situation would you prefer?

What factors determine the rate and direction of migration between urban and rural centers?

Unit Goals:

Within existing national economies, rural and urban societies coexist and are interdependent.

Lifestyles differ between urban and rural societies from country to country.

At the conclusion of this unit, students will be able to:

Compare and contrast rural and urban lifestyles in terms of technological advances, pace of life, and economic obstacles.

Comment about the choice of living situation one would prefer explaining the rationale.

Recognize factors that determine the rate and direction of migration between urban and rural centers.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
Do students have the tools to formulate comparative statement?	Students must know how to form comparative sentences. Students must know rudimentary vocabulary for describing rural and urban settings at a basic level.	District-approved textbook, ancillary materials and other media	Use of the textbook and ancillary materials to reinforce, review and test knowledge of contextual application of vocabulary and grammar concepts	Diagnostic assessment about adjectives and eventual comparative mode Formative assessments of vocabulary and grammar concepts

Compare and contrast two very different lifestyles.	Comparative structures, expression of opinions using appropriate vocabulary and formulas	Internet research, textbook readings, news articles from local and international editions	Creation of lists of the pros/cons of urban and country living Expressions for conveying opinions to offer evaluations	Basic comparative statement formation, applied comparative structures to factual findings to present in class Multimedia presentation in French allowing for the juxtaposition of two differing lifestyles
Students express their preferences for the kind of living environment they would choose, and why.	Verbs and other expressions that convey preference and justification	Internet research, textbook readings, news articles from local and international editions	Multimedia presentations about students' current life situations contrasting with a projected lifestyle in the other setting Student writing to delineate a series of facts that point to the conclusion about the preferred living area	Simple composition in French that delineates a series of facts that point to the conclusion about the preferred living area A multimedia presentation in French that illustrates the students' perception of what is the best place to live. The presentation includes a French narrative Graphically organize statistical findings about demographic changes in a part of the francophone world and explain the contributing economic and sociological factors

FL.3-12.7.1.NH.B.4

Ask and respond to questions, make requests, and express preferences in various social situations.

FL.9-12.7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

FL.3-12.7.1.NH.A.E

Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

FL.3-12.7.1.NH.A.I

Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

FL.3-12.7.1.NH.B.E

Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

FL.3-12.7.1.NH.B.I

Online newspapers, magazines, blogs, wikis, podcasts, videos, and government sites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

FL.3-12.7.1.NH.C.E

Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

FL.3-12.7.1.NH.C.I

Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Create a graphic organizer illustrating the pros and cons of city living versus country living.

Create a skit in which a lost person seeks and finds directions from a local.

Illustrate the layout and composition of a typical barnyard with labels.

Students may find and present audio clips for barnyard animal sounds.

Technology

Students use electronic tools to translate articles showing differences between country life and city life.

Students evaluate several readings highlighting common problems and discussing pros and cons of such lifestyles.

Students upload their own findings to blog or wiki and ask peers to contribute information and their own findings.

Students create multimedia presentations about specific rural and urban societies, incorporating audio and video, in an effort to compare and contrast these lifestyles.

Students create an online forum and discuss and/or debate advantages and disadvantages to living and working in urban and rural societies.

Sources for information may include census bureaus, banking firms that hold mortgages, and the United States government fact sheet about demographics of specific countries.

College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Communication skills: The ability to express preferences and support one's argument with pro versus con discussion is a vital tool.

Reading skills: Online research including article reading and using periodicals for the purposes of interpreting statistical data are essential tools.

Writing skills: Journal writing and other forms of written evaluation including persuasive essays and letters are useful tools.

Digital literacy: Graphic illustrations require the synthesis of information found in varied sources.

Career planning: Demographic studies may influence a student's choice for post-secondary study and career pursuits.

Social interaction: In the process of creating and administering surveys individuals must display acceptable behavior and interact appropriately.

Problem solving and creativity: Tasks that involve juxtaposition of data retrieved from varied sources require ingenuity in order to render one's opinion and supportive findings attractive.

Time management skills: Individual and small-group projects require wise use of classroom time and time away from the class setting.

Multicultural experiences: Graphic displays and evaluation of data necessitate looking into other cultures' rural and urban life styles.

Civic engagements: Suggested activities and assessments may require students to interview local officials and immigrants from abroad on the topic of their origins.

Content knowledge: Textbook knowledge may supply necessary tools for performing tasks outlined above.

Evaluate evidence: Graphic displays and comparisons will assist students in their evaluation and analysis of rural and urban life styles.

Character education: Study of other cultures will inevitably aid individuals to learn about his/her own being and lifestyle as well as personal preferences and tolerance.

French 3 - Unit 4: Les fêtes

Les fêtes

Enduring Understandings:

Traditions embedded in national, religious, and personal holidays vary greatly within the francophone world.
Patriotism is an important component of a nation's identity.

Essential Questions:

What do the terms "patriotism" and "nationalism" mean? In what ways do countries demonstrate them?
What religious, national, or personal traditions are most important to you?
How do certain traditions such as weddings, burials, baptism, etc. differ among francophone countries?

Unit Goals:

At the conclusion of this unit, students will be able to:
Define in his or her own words the meanings of "patriotism" and "nationalism."
Discuss various ways that countries demonstrate "patriotism" and "nationalism."
Compare and contrast religious, national, or personal traditions and their importance to the student.
Explain how certain traditions such as weddings, burials, baptisms, etc. differ among francophone countries.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What do the words 'patriotism' and 'nationalism' mean and why are they important?	The subjunctive tense with expressions of desire and wishes Expressing dictionary definitions in French Relating stories/anecdotes/situations where the theme words may apply	Textbook readings about national holidays and observances in the francophone world Internet research about the holidays and the francophone world calendar	Listing francophone-world holidays that fall into religious, non-religious/secular/state categories Use of proper vocabulary to describe why these holidays are observed Use of proper vocabulary to describe who the people are who participate in the observances	Textbook quiz and test materials for vocabulary mastery and identification Daily homework assignments that include using terms and grammatical structures in contextual situations

<p>How does a familiarity with certain religious and secular celebrations facilitate cross-cultural understanding?</p>	<p>Identification francophone traditions in religious and secular circles</p> <p>Explaining historical relevance</p> <p>Compare and contrast rituals and celebrations</p>	<p>Internet research, textbook readings, current event articles, family remembrances</p>	<p>Use of the textbook to help delineate various religious and secular festivals and observances</p> <p>Use of the internet to research and present an event/observance to the class.</p> <p>Graphic comparison chart for the ways in which different observances are across the francophone world</p> <p>Discussions of tolerance and open-mindedness, given expressions of preference and opinion seen in previous units</p> <p>Group singing of songs associated with particular observances and vocabulary study of the song lyrics.</p>	<p>Summative examination for unit material including listening comprehension grammatical application</p> <p>Multimedia presentation in French illustrating an observance of choice</p> <p>Create an appropriate invitation in French to the family observance of choice</p>
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FL.3-12.7.1.NH.B.4

Ask and respond to questions, make requests, and express preferences in various social situations.

FL.6-12.7.1.IL.B.5

Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

FL.9-12.7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

FL.9-12.7.1.IM.C.5

Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each.

FL.3-12.7.1.NH.A.J

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.)

FL.3-12.7.1.NH.B.B

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

FL.3-12.7.1.NH.C.B

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

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Students create replicas of national flags and a brief description of the francophone country it represents.

Students may sing or otherwise perform national anthems and explain thematic vocabulary.

A graphic organizer depicting a country's national holidays and celebrations-religious or secular.

Create a skit depicting a ceremony of choice.

Create typical dances or mock parades containing thematic elements.

Technology

Students use electronic tools to translate an online article about specific traditions or an overview of traditions.

Students evaluate overall scope of their findings and by means of juxtaposition, appraising the importance of traditions in francophone societies as compared to ours. Students may then upload their own findings to blog or wiki and ask peers to evaluate their findings and challenge their accuracy.

Students create multi-media presentations of traditions in francophone cultures, incorporating audio and video.

Internet research may include virtual tours and streaming video to capture authentic sight and sound clips.

College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Communication skills: Students in post-secondary situations will need to be able to discuss and compare their own family and national traditions as compared to those in other countries.

Reading skills: Reading about the other cultures and their norms and traditions is an essential part of being able to compare and evaluate which leads to tolerance and appreciation.

Writing skills: Assessment items calling for journal entries or observations of ethnic celebrations necessitate clear, concise, and detailed writing and require a keen sense of perception.

Digital literacy: The world-wide web is a source of virtual tours of ceremonies in many cultures. Where field trips are not feasible, virtual tours can be an introductory source of cultural information.

Career planning: Students may choose to pursue careers in international firms because of interest started during the comparison of norms and traditions. Those who have already decided on their international career will benefit from understanding foreign cultures thus avoiding awkward moments.

Social interaction: Field trips and other cultural outings help students gain insight into proper modes of conduct at functions of ethnic diversity.

Problem solving and creativity: Graphics can help visual learners recognize differences in cultural norms

Multicultural experiences: The nature of this unit of study suggests that students seek ways to witness and participate in other ethnic ceremonies and festivals and broaden their horizons.

Civic engagements: The nature of this unit of study suggests that students seek ways to witness and participate in other ethnic ceremonies and festivals and broaden their horizons.

Content knowledge: Skills taught in this unit's grammar and vocabulary sections serve to enable students to take ownership of concepts thus enable application thereof.

Character education: Tolerance levels increase as students are more aware and appreciative of others' sense of nationalism and patriotism. Nationalism patriotism is common to all world citizens and our students must have recognizable limits of expression and tolerance in multicultural situations.

French 3 - Unit 5: Interactions sociales

Interactions sociales

Enduring Understandings:

Social conventions, such as proper manners, are an integral part of culture and provide valuable insight on cultural norms.

Essential Questions:

What verbal and non-verbal language signals represent appropriate or inappropriate messages?

How do norms of courtesy and social etiquette in parts of the francophone world differ from our own?

Unit Goals:

Demonstrate verbal and non-verbal language signals conveying appropriate and inappropriate messages..

Appreciate how norms of courtesy and social etiquette in parts of the francophone world differ from our own.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>How well-versed are our students in various social interactions?</p> <p>Do they know the right things to say in social situations?</p>	<p>Skills: Memorized and applied expressions most frequently used in a variety of social situations including formal and informal greetings and introductions.</p>	<p>District approved textbook and ancillary materials</p> <p>Internet</p>	<p>Creation of real-life situation dialogues where introductions are made</p> <p>Creation of a list of the right things to do and say in various situations</p> <p>Role play scenarios that prompt appropriate response and body language</p>	<p>Use of chapter textbook-generated quiz and test materials</p>
<p>Are students aware that varied cultures have varied approaches and guidelines for proper social interactions as cited above?</p>	<p>Understanding the function of various types of body language, gestures and appropriate language.</p>	<p>District approved textbook and ancillary materials</p> <p>Internet</p>	<p>Chart graphically language and body postures deemed appropriate in varied situations</p>	<p>Two-person skits in French displaying appropriate and inappropriate language and body language, with peer critique</p>

How do students react in hypothetical situations?	The conditional tense Background in appropriate jests and verbal responses	Internet Streaming videos	Given a hypothetical situation, descriptions of what should be said, what gesture performed, or what offering should be made	Creation of a scrapbook-manual in French in which various situations are named and appropriate reactions—phrases, actions, offerings, etc.—are graphically listed categorically for easy reference, juxtaposing francophone cultures and our own
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FL.3-12.7.1.NH.B.3

Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.

FL.9-12.7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

FL.3-12.7.1.NH.A.J

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.)

FL.3-12.7.1.NH.B.J

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.)

FL.3-12.7.1.NH.C.J

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.)

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Create a game of "Simon Says" and Total Physical Response activities to reinforce vocabulary concerning body parts.

Create a small group skit that takes place in a restaurant/cafe.

Use information gap activity to stimulate spontaneous response to given situations.

Technology

Students use electronic tools to translate an online article on current trends in social conduct and issues relevant to this unit. Students then evaluate overall findings about targeted issues. Students upload their own findings to blog or wiki and ask peers to provide commentary based on personal experience.

Students create multimedia presentations, about appropriate language and conduct incorporating audio and video.

Students create an online forum and discuss social norms in francophone societies.

College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Communication skills: Non-verbal communication is often as important as spoken communication. Language and culture students must conduct themselves appropriately.

Reading skills: Anecdotal accounts of well-known 'faux pas' will enhance student awareness.

Writing skills: Journal entries and written narratives about social interactions will enhance accuracy and sensitivity.

Digital literacy: Access to the world-wide web will allow students to witness and read about authentic interactions.

Career planning: Cultural understanding and diplomacy will figure in the overall understanding of norms and social etiquette needed in post-secondary experiences.

Social interaction: Classroom training in the form of cooperative learning situations and role-playing help prepare students for eventual situations and multicultural encounters.

Multicultural experiences: Students will gain insights into appropriate conduct protocol and commentary while observing and taking part in multicultural events.

Civic engagements: Students will gain insights into appropriate conduct protocol and commentary while observing and taking part in multicultural events.

Content knowledge: Skills in this chapter include an array of vocabulary and socially acceptable expressions and actions consistent with understanding and sensitivity to other cultures.

Evaluate evidence: Appropriate conduct in multicultural situations can be determined through juxtaposition of cultural norms.

Character education: When students emulate appropriate conduct and speech of other cultures they demonstrate tolerance.

French 3 - Unit 6: Le Quotidien

Unit 6: Le Quotidien

Enduring Understandings:

In open societies, readily-available media outlets provide information for diverse audiences.

Shopping norms for every-day sundries, such as food stuffs, differ and shed light upon one's own habits as compared to other cultures.

Essential Questions:

What sources of information are the most popular in various parts of the francophone world?

How can we use the media to analyze and understand the importance of historical events?

How do youth, who depend on parents and who may work and study, afford simple luxuries?

Unit Goals:

Identify the most popular media sources in various parts of the francophone world.

Understand and analyze the importance of historical events through an examination of media outlets.

Discuss how young people, dependent upon their guardians, and students or laborers with fixed incomes, manage to afford simple luxuries.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How do high school students in French speaking countries stay abreast of current events?	Ask questions, express wishes and preferences, use the imperfect in narration.	Internet	Presentation of well-known websites with English and French versions to demonstrate and teach navigational techniques Listing of new, relevant vocabulary enhancing students' potential to explore additional sites outside of class	Internet research in the target language, with teacher-provided clues Study, audit, and compilation of web site navigational features

<p>How do students decide which media outlets to consume based on their interests and needs for news and entertainment?</p>	<p>Survey media outlets. Ask questions formally and informally.</p>	<p>Evaluative tools and activities, student-generated preferences and goals in the regular consumption of news Specific French vocabulary</p>	<p>Development of a set of standards with which to evaluate digital resources Application of standards through compare/contrast of web sites and other digital resources</p>	<p>Student evaluation of a Francophone web site to determine authenticity and essential themes, and to find specific news pieces or other information</p>
<p>Why is it important to consume and reflect upon current events?</p>	<p>Question and discuss the role of media in contemporary societies.</p>	<p>Teacher-created topics to prompt discussions Student-generated lists of key issues about and attitudes toward media relevance and consumption</p>	<p>Discussion and debate, incorporating specific vocabulary and structure, to explore the relative importance of regular media consumption Sharing and/or clarification of perspectives through in-class discussion as well as online forums or blogs</p>	<p>Student contributions in French to discussion and blog Written exercises in French in which students describe views on media and how it impacts their lives and the lives of their peers Student responses to current events</p>

FL.3-12.7.1.NH.B.1

Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.

FL.3-12.7.1.NH.C.1

Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.

FL.3-12.7.1.NH.C.5

Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.

FL.6-12.7.1.IL.B.5

Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

FL.9-12.7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

FL.9-12.7.1.IM.C.3

Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

FL.3-12.7.1.NH.A.1

Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Create a survey about student reading habits and graphically illustrate statistical results.

Create and administer a survey about classmates' options and choices of news and entertainment outlets.

Create a replica of the front page of a francophone newspaper, weekly or monthly publication and briefly describe the publication's emphasis, target audience, and political orientation.

Create a graphic organizer to illustrate personal income and expenses.

Technology

Students evaluate comments posted (in French) in response to an online article or interview, and post their own comments.

Students (using French) blog on a current event topic of their choice, and follow peers responses.

Students collaboratively produce and maintain a wiki on a news topic they find of interest and which has the potential to contribute to a greater understanding and appreciation of the topic.

Students can establish contacts among French speaking peers and inspire them to collaborate on the same wiki on a solution to a current problem.

College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Reading skills: The process of finding relevant information on a specific topic, from various sources, including those in a second language, promotes analysis and the formation of opinion.

Writing skills: Clear, concise writing promotes self-awareness, self-expression and persuasiveness.

Digital literacy: Strengthened by seeking, finding, and evaluating information on a specific topic from various online sources.

Career planning: By following news on career trends, professional associations, industrial relations, by assessing personal strengths and interests, and finding a career path with great potential for success and satisfaction.

Social interaction: Through group discussion of unit topics and collaboration on unit projects.

Problem solving and creativity: Through meeting increasingly difficult challenges and reaching milestones in multi-part projects.

Time management skills: Through multi-part project collaboration.

Content knowledge: Through exposure to a variety of French periodicals.

Evaluate evidence: Skills gained through interpreting, analyzing, and evaluating information from various media outlets.

French 3 - Unit 7: Les Loisirs

Unit 7: Les loisirs

Enduring Understandings:

Economics determine the type and frequency of leisure activities in which societies can participate and therefore one is obliged to choose.

Essential Questions:

What types of leisure activities do students of your age enjoy in the francophone world?

How are leisure time interests impacted by fiscal and environmental factors?

Are there universal themes to be found in listening to the music and seeing the art of other nations?

Unit Goals:

Identify types of leisure activities students' peers in the francophone world enjoy.

Explain how fiscal and environmental factors impact leisure time interests.

Analyze universal themes found in the music and the art of other nations.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What is the relationship between choices and resources?	Analyze and express choices, their consequences, and potential restraints or limits Use the perfect and imperfect tenses together; use comparative and superlative adjectives.	Terminology describing choices as opposed to resources; examples of each	Citation of examples of choices and resources, categorizing them and explaining how they impact daily routines	Creation/presentation of songs, raps, poems, videos, or role play in French of activities they would enjoy if they had the financial means
How would you assess and prioritize a list of leisure activities?	Evaluate and express one's relative motivation to pursue a given leisure activity Use the subjunctive mood in relative clauses, with superlatives, and to express emotion.	Student-submitted, categorized, and prioritized lists of potential free-time activities	Student-led discussion or presentation (using images or props) outlining motivations and comparing and contrasting free time; and incorporating the indicative or subjunctive mood as needed to express pursuing or the desire to pursue a given activity	Creation/presentation of posters, narrated videos, or role play in French depicting activities they enjoy and can afford to do often

How could you schedule, combine, and otherwise modify obligatory tasks to maximize free time?	Create realistic, balanced schedules incorporating all non-negotiable tasks.	Student-submitted, categorized lists of all non-negotiable tasks, including frequency and time required to fulfill them	Student-led presentation of regular, non-negotiable tasks, incorporating various uses of the subjunctive mood and adverbs of frequency	Creation/presentation of daily and/or weekly schedules in French, with peer evaluation for balance and viability
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FL.9-12.7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

FL.3-12.7.1.NH.A.G

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)

FL.3-12.7.1.NH.A.H

Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

FL.3-12.7.1.NH.B.G

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

FL.3-12.7.1.NH.B.H

Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

FL.3-12.7.1.NH.C.G

The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.)

FL.3-12.7.1.NH.C.H

Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.)

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Create a multimedia presentation including props, if necessary, that illustrates one's preferences or hobbies.

Write a journal entry describing recent weekend activities. Entry must include the "imparfait" and the "passé composé".

Engage in a small group dialogue in which the participants describe their recent weekend's activities.

Create a pictorial representation of the themes found in a song of choice (and explain).

Technology

Students can design, create and conduct surveys about leisure time, including resources and limits, such as finances, time, and other obligations. Student surveys can be made accessible via the internet; findings can be analyzed and posted in various formats to clearly convey results and elicit reaction among peers. Students can interpret and share their findings via the internet with French-speaking peers, evaluate and discuss similarities and differences.

Students can create and present an electronic trivia game based on categories such as most and least favorite free-time activities, most and least common obligations (homework, family time, chores, sports, etc.)

College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Communication skills: Developed through discussing and debating resource limits such as time and money.

Writing skills: Developed through creating and fine-tuning surveys to gather data on peers' choices and limits.

Digital literacy: Developed through online research on peers' choices and limits to resources, such as time and money.

Career planning: Developed through assessment and expression (in debates, discussions, or online forums, for example) of one's own interests and plans for the future.

Social interaction: Developed through discussing and debating resource limits, future careers, and preferred activities.

Problem solving and creativity: Skills to analyze and express choices, their consequences, and potential restraints or limits to choices.

Time management skills: Skills to create realistic, balanced schedules incorporating all non-negotiable tasks with desired activities within reasonable time limits.

Evaluate evidence: Developed through analyzing surveys on peers' choices, resources, and limits.

French 3 - Unit 8: Le Pays

Unit 8: Le pays

Enduring Understandings:

Much of the European continent has been unified into a single economy sharing one currency, a common defense, and the ability to move freely among member countries despite the fact that national borders still exist.

Essential Questions:

What is a shared currency, and is it good or bad for an individual country?

What does a country's currency have to do with its economy?

What is a common defense system, and does it make an individual country more or less secure?

If there is a common currency or joint defense program in a region such as Europe or North America, are the individual countries still unique and independent?

Unit Goals:

Identify and convert our currency, the dollar, into the shared currency of the European Union and in other world currencies, and examine reasons why a shared currency is good or bad for an individual country.

Explain the relation between a country's currency and its economy.

Explain the meaning of a common defense system, and its ability to make an individual country more or less secure.

Recognize if there is a common currency or joint defense program in a region such as Europe or North America, if the individual countries are still unique and independent.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
<p>What are some distinguishing features of Europe's major countries (France, Germany, UK, Italy, Spain), such as size, alliance membership, currency, etc.?</p>	<p>European geography, NATO and EU membership, the Euro.</p> <p>Use prepositions with geography, express the future, and use the pronoun "y."</p>	<p>Maps, flags, and images of currencies from authoritative internet-based resources</p>	<p>Presentation of (French) map of Europe and Internet-based resources (NATO, US State Department, French government, European Union, etc.); naming of countries and capitals, discussion of alliance membership, including member responsibilities</p> <p>Summary presentation of currencies and the Euro Zone with leading questions: Where is the Euro Zone? What is NATO? What is the European Union? Do any of these bodies include the United States? Why or why not?</p>	<p>Research projects in French on topics such as the euro, currency exchange, NATO, the European Union, the Euro Zone, pros and cons of common defense, pros and cons of common currency</p>
<p>What advantages and disadvantages do you see in having a common currency and/or a unified defense?</p>	<p>Identify and assess basic features of national economic and defense policies in Europe.</p> <p>Use the future perfect verb tenses together.</p>	<p>Articles, authoritative internet-based (and other) resources detailing the history and present composition of Europe's alliance structure, including Iceland's unique role</p>	<p>Discussion or debate (French terms provided, students prompted to use in context): Why do countries form alliances? What is the benefit of a common currency? What are the advantages and drawbacks of political, military, and economic union? Students create charts, maps and other graphic representations of Europe's alliance structure and any US involvement.</p>	<p>Presentation of findings via reports and/or oral presentations in French including: posters, slide shows, maps, web pages, video clips, flags, currency, etc.</p>
<p>Why have certain European countries opted out of the Euro zone or common defense? What factors impact such decisions and do you agree?</p>	<p>Identification and evaluation of incentives and disincentives to collaboration among European nations.</p>	<p>Articles, authoritative internet-based (and other) resources arguing for and against alliance commitments, including France's departure from NATO, between 1966 and 2009</p>	<p>Open-ended discussions about current European collaboration, successful and failed policies</p> <p>Presentation of French terms within the current political, economic, and security contexts</p> <p>Discussion of factors in individual countries influencing current alliance commitments</p>	<p>Research into respective alliance commitments of major European countries and sharing of findings using: multimedia presentations, posters, debates, or trivia games, etc.</p>

Infer the meaning of some unfamiliar words in some new contexts.

FL.9-12.7.1.IM.A.7

FL.9-12.7.1.IM.B.4

Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.

FL.3-12.7.1.NH.A.B	Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
FL.3-12.7.1.NH.A.E	Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
FL.3-12.7.1.NH.B.B	Immigration changes both the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
FL.3-12.7.1.NH.B.E	Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)
FL.3-12.7.1.NH.C.B	Immigration changes the community of origin and the new community. (Topics that assist in the development of this understanding should include, but are not limited to: current and past immigration patterns, the impact of immigration on society, and related issues.)
FL.3-12.7.1.NH.C.E	Human and animal migrations are often related to the availability of resources and the ability to adapt to the environment. (Topics that assist in the development of this understanding should include, but are not limited to: habitats, animals, weather, science, geography, social sciences, and distribution of resources.)

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Draw a map and label European Union countries and highlight francophone countries.

Create a skit that takes place at the money exchange office.

Create a graphic illustration of the current exchange rates between world currencies.

Develop a multimedia presentation that displays the structure of the alliance created by the European Union.

Create a thematic display about a nationalistic song and its lyrics.

Technology

Students can track selected currencies daily and create and display charts, graphs, and other representations with digital tools, such as a spreadsheet application, showing relative changes over time.

Students can set up and receive email alerts about specific issues inherent in global alliance systems, relating, for example, to the Euro zone, implications for NATO expansion, the Organization for Security and Cooperation in Europe, missile defense and other security plans, etc.

Students, using online forums, can evaluate and discuss events relating to global interdependence.

Students can access very current information on specific topics via portable devices and share with class, or discuss or debate.

College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Communication skills: Will be developed through discussion and debate of the advantages and disadvantages of international alliance systems.

Reading skills: Will be developed as students explore and evaluate authoritative Internet-based resources on international organizations.

Writing skills: Will be developed writing and editing clear, concise reports on topics relating to international alliances and regimes.

Digital literacy: Will be developed navigating around web sites devoted to international alliances, using their interactive features, and creating and presenting slide shows and other products.

Career planning: Will be developed as students explore authoritative Internet-based resources on international organizations and ponder the many potential career options available.

Social interaction: Will be developed as student groups form, then question, their own perceptions of the prevailing international system and argue solutions to inherent problems.

Problem solving and creativity: Will be developed as students contemplate current levels of international collaboration, then brainstorm and resolve issues.

Multicultural experiences: Will be developed as students learn about differences in their foreign peers' perspectives on the international system, and share their own, potentially US-centered views.

Content knowledge: Will be developed using French to navigate web sites devoted to international alliances.

French 3 - Unit 9: Le Code Social

Unit 9: Le Code Social

Enduring Understandings:

Developed countries around the world have established limits of acceptable conduct and rules to regulate behavior. The media report on and interpret incidences of misconduct and resulting consequences.

Essential Questions:

How do open (democratic) societies create and enforce codes of conduct?

In an open (democratic) society, are there conflicts between rights and privileges?

In an open society, is there a conflict between freedom and security?

How do communities, legal systems, and the media balance regulating behavior (maintaining security) and respecting privacy?

Unit Goals:

Discuss how societies create and enforce codes of conduct.

Discuss how an open society identifies, debates, and reconciles the balance between rights and privileges.

Discuss how an open society identifies, debates, and reconciles the balance between freedom and security.

Discuss how communities, legal systems, and the media balance regulating behavior and maintaining privacy.

Recommended Duration: 3 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
What are the most important features of an open society?	Use direct and indirect object pronouns individually, together, and with commands.	Information on local and national institutions and traditions that typify and/or promote openness	Teacher-initiated discussion (having provided relevant French vocabulary and structure) on what we assume about our "free" society Listing of essential freedoms, and presentation for debate.	Debates or presentations in French in which students take a position and argue that either greater freedom or greater security benefits society

<p>What are rights as opposed to privileges and which institutions make this clear to members of society?</p>	<p>Identify and assess fundamental rights, then contrast with privileges, some of which many in the community assume are rights.</p> <p>Use the simple past of regular and irregular verbs.</p>	<p>United States Constitution; national and local legal systems</p>	<p>Discussion (after students have learned relevant French vocabulary and structure) on what we enjoy and/or take for granted in our daily lives, but which are not guaranteed by any institution</p> <p>Distinguish between rights and guarantees</p>	<p>Debates or presentations in French in which students take a position on what constitutes a civil society</p>
<p>How could we change and/or adapt rules and codes to suit a more diverse citizenry?</p>	<p>Explore, evaluate, and compare constitutions of US allies with very diverse populaces, such as France.</p> <p>Use the subjunctive mood after certain conjunctions.</p>	<p>Resources from governments, media outlets, interest groups, and academics which provide a basis for comparing our own concepts and the practical reality of maintaining freedoms</p>	<p>Presentation of defined and limited segments of authoritative resources, accompanied by questions for student consideration and reaction</p> <p>Discussion and debate over relative merits and compromises inherent in maintaining rights</p>	<p>Compositions in French in which students outline the institutions governing conduct in our society;</p> <p>Compositions in French in which students compare and/or contrast key US institutions which promote and maintain a civil society</p>

FL.6-12.7.1.IL.B.4

Ask and respond to factual and interpretive questions of a personal nature or on school-related topics.

FL.6-12.7.1.IL.C.5

Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.

FL.9-12.7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

FL.9-12.7.1.IM.C.2

Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

FL.3-12.7.1.NH.A.J

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.)

FL.3-12.7.1.NH.B.J

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.)

FL.3-12.7.1.NH.C.J

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.)

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Create a poster illustrating things that are “interdit” (forbidden) in school, at home, in the mall etc. Use the expression "il est interdit de".

Create a graphic illustration about new legislation that impacts upon personal freedoms since the events of September 11, 2001. Highlight pre and post September 11, 2001 legislations in America. Delineate preexisting legislations in select francophone countries.

Create front page headlines that announce a very important event of the day.

Create a dialogue between a civilian and an officer of the law in which a traffic violation, a theft, or other crime is discussed.

Technology

Students use electronic tools to translate an online article on a social issue related to this unit. Students then evaluate overall effectiveness and quality, highlighting common problems and discussing pros and cons of such tools.

Students upload their own translations to blog or wiki and ask peers to evaluate and suggest improvements.

Students create multimedia presentations of open and closed societies, incorporating audio and video.

Students create an online forum and discuss and/or debate advantages and disadvantages to (relatively) open and closed societies.

College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Communication skills: Will be developed and promoted through discussion and debate about the responsibilities inherent in living in a free society.

Writing skills: Will be developed and promoted as students write and edit clear, concise reports on topics such as freedom vs. security, and rights vs. privileges.

Digital literacy: Will be developed and promoted as students access and evaluate articles on the creation and maintenance of codes of conduct from authoritative Internet-based media outlets, and share insight and opinion in on-line forums. Students can also debate many new privacy issues technology continues to place in front of society.

Social interaction: Will be developed and promoted as student groups articulate opinions on selected social norms, and share with foreign peers.

Problem solving and creativity: Will be developed and promoted as the teacher challenges students to collaborate on solutions to current issues facing open societies.

Time management skills: Will be developed and promoted as students work on multi-part projects, combining class time with time spent at home, and in communication with partners on potentially different schedules.

Multicultural experiences: Will be developed and promoted as students learn about differences in their foreign peers' perspectives on potential conflicts between rights and privileges (or freedoms and security), and share their own, potentially United States-centered views.

Content knowledge: Will be developed and promoted as students build upon, strengthen, and apply new French vocabulary and structure.

Evaluate evidence: Will be developed and promoted as students brainstorm and categorize ideals, analyze features which are essential to maintaining freedoms.

French 3 - Unit 10: Les Valeurs dans la vie

Unit 10: Les valeurs dans la vie

Enduring Understandings:

National, religious, and communal traditions are reinforced and passed to the next generation at various stages of development from birth, through adulthood, and death.

Essential Questions:

What are some of the traditions that have had the largest impact on you and your family?

When, where, and how are those traditions celebrated?

Which traditions are shared within the community, and which are more personal and individual to your family?

What are the origins of the most important traditions you celebrate?

Have the traditions changed in any significant way since you first recall celebrating them?

Unit Goals:

Identify some of the traditions that have had the largest impact on you and your family.

Discuss when, where, and how are those traditions celebrated.

Identify traditions that are shared within the community, and those which are more personal and individual to your family.

Discuss the origins of the most important traditions you celebrate.

Analyze how the traditions have changed in any significant way since you first recall celebrating them.

Recommended Duration: 4 weeks

Guiding/Topical Questions	Content/Themes/Skills	Resources and Materials	Suggested Strategies	Suggested Assessments
How can we identify, group, or classify the most important holidays and traditions we (and our friends) regularly celebrate?	Name and list (by month, in order of importance, and/or by religion) the traditions and holidays celebrated in our communities. Use the pronoun "en," the relative pronouns "qui," "que," and "don't."	Ancillary materials such as songs, stories, poems, calendars, video clips, costumes, and foods drawn from traditional celebrations	Presentation of relevant vocabulary and structure enabling students to discuss celebrations Sharing traditions through stories, music, dress, or food Creation of a calendar of events represented in the class	Presentations in French on favorite family traditions or favorite holidays, incorporating several components such as props, costumes, posters, video, music, and slide shows

<p>How can we assess the relative importance of holiday traditions in segments of our community other than our own?</p>	<p>Identify and explore origins of diverse holidays; look for similarities in those we celebrate.</p> <p>Use the partitive article.</p>	<p>Primary and secondary sources detailing holidays, their origins, and contemporary expression</p>	<p>Presentation of vocabulary and structure enabling students to access relevant information</p> <p>Research a holiday</p> <p>Sharing of personal experiences with holidays other than their own</p>	<p>Group skits in French depicting holiday activities, including roles, dialog, props, costumes, etc., and perform and/or narrate for class</p>
<p>Would our typical school year calendar be acceptable in France? Why or why not and how could we create a calendar combining the most cherished holidays in both societies?</p>	<p>Criteria for closing or not closing school during holidays, given various constraints. Exploration of traditions in France and identifying commonality with those which typically include a day off from school.</p> <p>Use the subjunctive mood to express doubt; use the pluperfect.</p>	<p>Typical district calendars, non-negotiable aspects, such as minimum days in school, testing days, and previously established breaks</p> <p>Authoritative sources detailing a typical academic year in France or other francophone countries</p> <p>Questions for French-speaking peers</p>	<p>Presentation/exploration of district calendar with interactive white board.</p> <p>Comparison of district calendar to those of francophone school districts, if available, and/or contact with French peers inquire about holidays</p>	<p>Creation of calendars in French)that acknowledge essential holidays</p> <p>Sharing of insights gained through contact with French-speaking peers</p>

FL.9-12.7.1.IM.A.7

Infer the meaning of some unfamiliar words in some new contexts.

FL.9-12.7.1.IM.B.5

Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

FL.3-12.7.1.NH.A.D

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

FL.3-12.7.1.NH.C.D

Due to globalization and advances in technology, the products and practices of a culture change over time, and these changes may impact cultural perspectives. (Content areas that assist in the development of this understanding should include, but are not limited to: science, technology, history, social sciences, the visual and performing arts, and world literature.)

Differentiation

The following activities are suggested to accommodate varied learning needs, styles, and preferences:

Each student creates a multimedia presentation about a deep-rooted family tradition.

Create and analyze the survey about daily family eating norms, dinner with family, extended family, restaurant outings, etc.

Create a greeting card for the celebration of choice using appropriate expressions and decorations.

Technology

Students create and share with class narrated video of their own traditions and celebrations.

Students research and present a particular holiday or celebration with multimedia applications and interactive white board.

Students find and present streaming video of traditional holidays and other celebrations. They may create questions to promote discussion, receiving answers during the presentation from classmates via remote responders.

Students set up an online calendar for the class, to which all students in the class have access. Students update class calendar with project due dates, school holidays, club meeting times, tests, quizzes, and other information relevant to the class. Students program calendar to receive test, quiz, and other reminders via email and/or text to mobile devices.

Unit 10 College and Workplace Readiness

The activities detailed above are designed to help promote and develop college and career readiness skills in the following:

Communication skills: Will be developed and promoted through the sharing of highlights of personal holidays and celebrations.

Reading skills: Will be developed and promoted as students search for, evaluate, and read articles from sites in English and in French on various holidays including when, where, and how they are typically celebrated.

Writing skills: Will be developed and promoted as students write and edit clear, concise reports on their favorite celebrations or on those they find interesting from other cultures.

Digital literacy: Will be developed and promoted by seeking, finding, and evaluating information on a specific celebration or holiday from various online sources, and by posting information and insights, and by asking and answering questions through online forums and blogs, etc.

Social interaction: Will be developed and promoted as student groups teach each other about their own holidays or those they have learned about through contact with other cultures.

Time management skills: Will be developed and promoted as students work on multi-part projects, combining class time with time spent at home, and in communication with partners on potentially different schedules.

Multicultural experiences: Will be developed and promoted as student groups teach each other about celebrations they have learned about through contact with other cultures.

Content knowledge: Will be developed and promoted as students build upon, strengthen, and apply new French vocabulary and structure.