

FRENCH III CURRICULUM UNIT #2

North Smithfield and Burrillville School Departments

TITLE OF UNIT#2: Les Loisirs **COURSE:** French III
DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** several weeks, quarter, semester

OVERVIEW OF UNIT:

Unit 2 for French III will integrate the National Standards of Foreign Language Learning of communication, cultures, connections, comparisons, and community with the ELA Common Core Standards. Before beginning the unit, students will review several essential questions that will act as “food for thought” as they progress through the unit. Throughout the unit, time will be taken to examine more closely these essential questions and students will be given the opportunity to share their thoughts as they expound on them. In Unit 2 students will examine the many different leisure activities in French-speaking countries. Students will delve into the amazing world of art and music as it connects to France and examine many different art styles. Another focus of this unit will be clothing. As a connecting assessment, students will work to develop a Fashion Show in French. As a class, students will decide on a theme for the Fashion Show and then work in collaborative groups to bring the show to fruition. Their presentation will be shared with other classes and disciplines within the school community. Students will also broach the controversial topic of equality between men and women. They will complete an argument writing piece based on this topic and will also complete narrative and informational written assessments. Grammatically, students will focus on the usage of the passé composé and imperfect together. They will also add to their knowledge of the subjunctive mood by using it to express emotional reactions, uncertainty, and uniqueness. Students will also be introduced to the past subjunctive.

ESSENTIAL QUESTION

- *Pourquoi les loisirs sont-ils importants?*
- *Croyez-vous que les loisirs des Français et ceux des Américains soient semblables ou différents?*
- *Qu'est-ce qui est le plus important pour vous, le temps libre ou le temps de travail? Pourquoi?*
- *Est-ce que l'art a un impact social?*
- *Pourquoi la musique est-elle importante?*
- *Qu'est-ce qu'on peut apprendre selon les vêtements d'une culture?*

STANDARDS:

| COMMUNICATION | CULTURES | CONNECTIONS | COMPARISONS | COMMUNITIES | READING | WRITING |
|---|---|---|---|---|--|---|
| Communicate in more than one language in order to function in a variety of situations and for multiple purposes <ul style="list-style-type: none"> • Interpersonal Communication • Interpretive Communication • Presentational Communication | Function with cultural competence and understanding <ul style="list-style-type: none"> • Relating Cultural Practices to Perspectives • Relating Cultural Products to Perspectives | Connect with other disciplines and acquire information in order to use the language to function in academic and career-related situations <ul style="list-style-type: none"> • Making Connections: • Acquiring Information: | Develop insight into the nature of language and culture in order to communicate and function with cultural competence <ul style="list-style-type: none"> • Language Comparisons • Cultural Comparisons: | Communicate and function with cultural competence in order to participate in multilingual communities at home and around the world <ul style="list-style-type: none"> • School and Community • Lifelong Learning: | <ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of knowledge • Range of Reading | <ul style="list-style-type: none"> • Text Types and Purposes • Production and Distribution • Research to Build and Present Knowledge • Range of Writing |

FOCUS Standards:

- Communication:**
- 1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
 - 1.1.1 accurate pronunciation
 - 1.1.2 adjective agreement
 - 1.1.3 questions and answers involving the core vocabulary
 - 1.1.4 command of sentence structure
 - 1.1.5 directions, commands and instructions in French
 - 1.1.6 information in the target language
 - 1.1.7 French role-playing situations
 - 1.1.8 opinions, preferences, and feelings
 - 1.1.9 information on a variety of topics
 - 1.1.10 collaborative discussions using correct subject/verb agreement and sentence structure.
 - 1.1.11 brief reports in French
 - 1.1.12 records original materials in French
 - 1.1.13 benchmarks from French I and II
 - SL.9-10.1 range of collaborative discussions
 - SL.8.5 multimedia and visual displays into presentations
 - L.7.2 command of the conventions of the target language
 - L.8.3 verbs in active voice
- 2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
 - 2.2.1 products and perspectives that define the French-speaking cultures
 - 2.2.2 music and watches French-language film or television
 - 2.2.3 artistic contributions from French-speaking cultures
 - RI.6.7.Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video
- Connections:**
- 3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
 - 3.1.1 mathematical notations and measurements
 - 3.1.2 parts of speech
 - 3.1.3 oral presentational skills
 - 3.1.4 technology skills
 - SL.11-12.5 strategic use of digital media
 - 3.2 Access and evaluate information and diverse perspectives that are available.
 - 3.2.1 research strategies
 - 3.2.2 appropriate reading strategies

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- W.6.3 Narrative writing
W.6.5 writing as needed by planning, revising, editing, rewriting
- 3.2.3 his/her culture and lifestyle to others'
3.2.4 listens attentively and analyzes various perspectives
W.9-10.7 short as well as more sustained research projects
- 1.2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
- 1.2.1 number and gender of nouns, adjectives, and articles
 - 1.2.2 verbal instructions to perform specific tasks.
 - 1.2.3 use subject/verb agreement
 - 1.2.4 meaning via situational, context clues, and cognates.
 - 1.2.5 follow oral and written directions in French
 - 1.2.6 spoken and written messages in French on topics of personal interest
 - 1.2.7 comprehension of information from accessible French-language materials
 - 1.2.8 components of visual texts, e.g. schedules, menus, advertisements
 - 1.2.9 reading strategies such as cognate recognition, context, and syntax
 - 1.2.10 Read for a variety of purposes
 - 1.2.11 read variety of narrative and informational texts
- 1.2.12 follow written instruction in French
- 1.2.13 verbs in the active voice and in the conditional and subjunctive mood
- RI.6.7 information presented in different media formats
- RI.8.2 theme or central idea of a text
- RI.5.7 information from multiple print or digital sources
- RI.5.9 information from several texts
- RI.5.7 Compares and contrasts a written story, drama, or poem to its audio,
- SL.8.1 collaborative discussion
- SL.8.5 multimedia and visual displays
- L.7.3 target language and its conventions when writing, speaking, reading, or listening
- 1.3 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- 1.3.1 knowledge of language and its conventions when writing, speaking, reading, or listening
 - 1.3.2 follow instructions in French
- W.8.1 argument pieces on topics or texts
- W.8.2 informative/explanatory texts
- W.8.3 narratives to develop real or imagined experiences or events
- W.6.5 strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach
- SL.8.5 multimedia components
- L.7.2 command of the conventions of the target language
- L.8.3 verbs in the active voice
- Cultures:**
- 2.1 Use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
- 2.1.1 social customs and traditions of the francophone culture
 - 2.1.2 explore and recognize
 - 2.1.3 French verbal and nonverbal greetings
 - 2.1.4 generalizations that Americans may make about the people and customs of francophone
- RI 5.9 information from several texts on the same topic
- RI 6.2 central idea of a text
- RI 6.7 information presented in different media or formats
- 4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
- 4.1.1 grammatical structure between Spanish and English
 - 4.1.2 cognates/false cognates and derivatives.
 - 4.1.3 idioms
 - 4.1.4 predicts the meaning of words
 - 4.1.5 construction of negatives
 - 4.1.6 differences in language characteristics, e.g. gender agreement and syntax.
 - 4.1.7 pronunciation systems
- L.9-10.5) figurative language, word relationships, and nuances
- 4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 4.2.1 differences and similarities between the U.S. and Spanish-speaking cultures
 - 4.2.2 different forms of social etiquette
 - 4.2.3 cultural products and practices
 - 4.2.4 social structures
- W.9.7 short research project
- SL.8.5 multimedia and visual displays
- Communities:**
- 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.1.1 examples of the target language in daily life.
 - 5.1.2 knowledge of the target language and culture
 - 5.1.3 international media and the arts
 - 5.1.4 target language in the school community
- W.9.2 informative/explanatory texts to examine a topic
- W.9.5 strengthen writing as needed by planning, revising, editing, rewriting
- W.9.7 research projects
- 5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement
- 5.2.1 attend movies, plays, concerts, and art exhibits.
 - 5.2.2 interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.
 - 5.2.3 logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.
 - 5.2.4 listens to and sings along to music in the target language.
- SL.8.1 discussions
- L.5.3 knowledge of language and its conventions when writing, speaking, reading, or listening

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

- Leisure activities in French-speaking countries
- Cultural events in France
- Music
- Art
- The passé composé versus the imperfect
- Comparative and superlative adjectives
- Using the subjunctive to express emotional reactions
- Using the subjunctive to express uncertainty or uniqueness
- The past subjunctive
- Shopping
- Clothing

PRIOR KNOWLEDGE:

Students ready to begin level 3 in French should have a proficient comprehension of the following grammatical structures and syntax of the French language:

- The present indicative tense, including stem changing and reflexive verbs
- The passé composé – formations with both avoir and être and knowledge of many irregular past participles
- Imperfect tense
- An ability to express themselves in the past with a basic understanding of the imperfect tense versus the passé composé.

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- An understanding of the placement and usage of direct and indirect object pronouns
- Formation of affirmative and negative commands
- The ability to formulate questions and use negation proficiently

Students studying at this level will continue to scaffold upon their knowledge gained from French in levels 1 and 2. Students ought to be able to express themselves in writing proficiently and to speak proficiently using the above constructions to describe their feelings, express opinions, and expound upon cultural topics that are studied.

- Summer activities
- Winter activities
- Camping
- Taking vacations
- Travel by car, train, and airplane
- Weather
- Everyday life of young people in France
- Passé composé with avoir and être (Review)
- Passé composé with regular and irregular verbs (Review)
- The subjunctive of regular and irregular verbs
- The subjunctive to express necessity and possibility
- Formal and informal questions
- Direct and indirect object pronouns
- Negative sentences
- The imperfect
- Using the subjunctive to express wishes, preferences, and demands
- The subjunctive versus the infinitive
- Irregular forms in the subjunctive

NEW KNOWLEDGE:

1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

| <u>Essential Knowledge</u> | <u>Academic vocabulary</u> |
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| 1.1.1 Uses accurate pronunciation. | • active voice |
| 1.1.2 Uses adjective agreement to describe people, places, situations, and objects, e.g. family, hometown, yourself, home, etc. | • conditional and subjunctive mood |
| 1.1.3 Constructs questions and answers involving the core vocabulary and related ideas: | • adjective agreement |
| • summer activities | • authentic situations |
| • winter activities | • clauses |
| • camping | • collaboration |
| • taking vacations | • compare |
| • travel by car, train, and airplane | • contrast |
| • weather | • controversial; topics |
| • everyday life of young people in France | • debate |
| • shopping | • direct object pronouns |
| • clothing | • engages effectively |
| • leisure activities in French-speaking countries | • establishing context |
| • cultural events in France | • indirect object pronouns |
| • music | • integrate |
| • north and west Africa | • narratives |
| • the Touareg people | • phrases |
| • French media | • sensory language |
| • social problems | • subject/verb agreement |
| • rites of passage | • summative |
| • French customs | • Touareg people |
| • the pronoun y | • transition words |
| • expressions with depuis | |
| • expressions with il y a | |
| • indirect object pronouns | |
| • direct object pronouns | |
| • French art connections | |
| 1.1.4 Demonstrates command of sentence structure in order to sustain a conversation or presentation in French. | |
| 1.1.5 Gives and follows directions, commands and instructions in French related to daily classroom activities. | |
| 1.1.6 Exchanges information in the target language. | |

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| <p>1.1.7 Engages in French role-playing situations where they request and receives information, goods, and services.</p> <p>1.1.8 Shares opinions, preferences, and feelings in French with classmates.</p> <p>1.1.9 Presents information on a variety of topics.</p> <p>1.1.10 Engages effectively in a range of collaborative discussions using correct subject/verb agreement and sentence structure.</p> <p>1.1.11 Prepares and presents brief reports in French about personal experiences, school happenings, and current events.</p> <p>1.1.12 Prepares and records original materials in French, such as puppet shows, fashion shows, Mardi Gras parades, and video or audio newscasts.</p> <p>1.1.13 Applies all the benchmarks from French I and II in greater depth, content, and complexity.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.9-10.1) • Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9.5) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.8.3) • Use verbs in the active voice and in the conditional and subjunctive mood to achieve particular effects (L.8.3a) • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly. (L.9-10.2) • Use knowledge of language and its conventions when writing, speaking, reading, or listening. • Use verbs in the active voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (L.8.3) • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.9-10.3) <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. the narrated experiences or events. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.9-10.5) | |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Use French to greet one another and engage in conversation about everyday topics, such as weather, friends, leisure activities, school, and family. • Use French to talk with classmates about past activities and future plans. • Exchange information in French via notes, letters or e-mail on familiar topics, such as personal interests, memorable experiences, school activities, and family life. • Share their opinions via discussion or written exchanges in French on what they have recently read or seen, such as articles, informational texts, short stories, comics, movies, videos, music, and art. For example: Antoine de Saint-Exupéry’s <i>Le Petit Prince</i>, Jean de La Fontaine’s <i>La cigale et la fourmi</i> and/or <i>Le corbeau et le renard</i>, and other fables, Pierre de Ronsard’s <i>Mignonne, allons voir si la rose</i>, Molière’s “Le Malade imaginaire” • Engage in French role-play or participate in authentic situations where they clarify information, such as comparing transportation schedules with a clerk, or solve problems, such as exchanging an inappropriate item in a store. • Debate on controversial topics in French, such as the pros and cons of video games. • Create a survey in French and poll other students on topics such as leisure activities, values, and family life. • Compare and contrast data and summarize their findings in French. These finding will then be compared with the life of French teenagers from a previously read informational text. | <p>Websites</p> <ul style="list-style-type: none"> • target language station (and other Internet • www.actfl.org • www.corestandards.org • www.ride.ri.gov • http://coshocntonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies • www.wordreference.com (on-line dictionary) • www.conjuguemos.com • www.studyfrench.com • www.quia.com • www.onlinenewspapers.com/france.ltm • www.france24.com • www.french.about.com |

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1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

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| <p>Essential Knowledge</p> <p>1.2.1 Distinguish number and gender of nouns, adjectives, and articles.</p> <p>1.2.2 Follow verbal instructions to perform specific tasks and to answer questions.</p> <p>1.2.3 Recognize and use subject/verb agreement</p> <ul style="list-style-type: none"> • the passé composé with avoir and être with regular and irregular verbs and reflexive verbs • the subjunctive mood • the subjunctive of regular and irregular verbs • using the subjunctive to express necessity and possibility • formal and informal questions • negative sentences • the imperfect • using the subjunctive to express wishes, preferences, and demands • the subjunctive versus the infinitive • the subjunctive mood versus indicative mood • the passé composé versus the imperfect • comparative and superlative adjectives • using the subjunctive to express emotional reactions • using the subjunctive to express uncertainty or uniqueness • the past subjunctive • prepositions with geographic names • the future tense • the conditional tense • the subjunctive with expressions of doubt • the present and the imperfect with depuis • direct and indirect object pronouns • using two object pronouns in a sentence • object pronouns with command • partitive articles with indefinite quantities • relative pronouns qui and que • relative pronoun dont • interrogative pronouns qui, que and quoi • interrogative and demonstrative pronouns • possessive pronouns <p>1.2.4 Infer meaning via situational, context clues, and cognates.</p> <p>1.2.5 Understand and follow oral and written directions in French related to daily classroom activities.</p> <p>1.2.6 Understand spoken and written messages in French on topics of personal interest, such as leisure activities, travel and everyday occurrences .</p> <p>1.2.7 Demonstrate comprehension of information from accessible French-language materials, such as television programs, youth magazines, the Internet, and videos, for example, <i>Bon voyage</i> video.</p> <p>1.2.8 Identify components of visual texts, e.g. schedules, menus, advertisements, etc.</p> <p>1.2.9 Employ reading strategies such as cognate recognition, context, and syntax to facilitate understanding of the text.</p> <p>1.2.10 Read for a variety of purposes to:</p> <ul style="list-style-type: none"> • increase and reinforce vocabulary • expand knowledge and cultural awareness • reinforce the conventions of the language <p>1.2.11 Read a variety of narrative and informational texts.</p> <p>1.2.12 Follow written instructions in French.</p> <p>1.2.13. Use verbs in the active voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.8.2) • Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. (RI. 9-10.7) • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9) • Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium. (RL.7.7) • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) | <p>Academic vocabulary</p> <ul style="list-style-type: none"> • analyze • cognates • comparative and superlative adjectives • conditional mood • conditional tense • context clues • direct and indirect object pronouns • future tense • indicative mood • Infer • infinitive • integrates • interrogative pronouns • objective summary • partitive articles • passé composé with • past subjunctive • plot • redundancy • relative pronouns • setting • subject/verb agreement • subjunctive mood • subjunctive mood • summarize • syntax • theme or central idea |
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| <ul style="list-style-type: none"> • Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3) • Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (L.7.3a) | |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Understand the main ideas and significant details of materials in French, which are accessible to teenage readers, such as magazine articles, short stories, poetry, plays, and short novels, for example, Molière’s, Le Malade imaginaire or Yambo Ouologuem’s, A mon mari • Understand the main ideas and significant details of level-appropriate spoken and recorded materials in French, such as songs, videos, commercials, interviews, and live presentations, for example, music by Charles Trenet, Edith Piaf, Jacques Brel, Yves Montand, and the poet Jacques Prévert. • Understand information from French Internet sources on a variety of topics, for example, weather, current events, and sports. • Analyze the plots, characters, and themes in francophone literary works. | <p>Websites</p> <ul style="list-style-type: none"> • www.pandora.com target language station (and other Internet • www.actfl.org • www.corestandards.org • www.ride.ri.gov • http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies • www.wordreference.com (on-line dictionary) • www.coniuguemos.com • www.studyfrench.com • www.quia.com • www.onlinenewspapers.com/france.htm • www.france24.com • www.french.about.com • www.topics.nytimes.com • www.lemone.fr. |

1.3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

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| <p>Essential Knowledge</p> <p>1.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>1.3.2 Follow written instructions in French.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.8.1 <ol style="list-style-type: none"> Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1a Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1b Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1c Establish and maintain a formal style. W.8.1d Provide a concluding statement or section that follows from and supports the argument presented. W.8.1e • Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W9.2) • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.9-10.3) <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. | <p>Academic vocabulary</p> <ul style="list-style-type: none"> • active voice • argument • arguments • conditional and subjunctive mood • convey sequence • engage • informative/explanatory texts • orient • persuade • support claim • transition words, phrases, and clauses • transitions domain-specific vocabulary |
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| <ul style="list-style-type: none"> b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. the narrated experiences or events. <ul style="list-style-type: none"> • Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.9-10.5) • Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) • Uses knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> ○ Use verbs in the active voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (L.8.3) | |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Create and present skits or short plays in French on a variety of topics. • Prepare and present oral reports in French on topics of their choice. • Demonstrate and explain in French how to accomplish a task, such as making crêpes (thin pancakes) or traditional couscous, (semolina), decorating hands or feet with henna patterns, or playing boules (like bocci ball). • Give dramatic recitations in French of poems or prose excerpts, for example Alphonse de Lamartine’s poem “Le Lac” | <p>Websites</p> <ul style="list-style-type: none"> • www.pandora.com target language station (and other Internet • www.actfl.org • www.corestandards.org • www.ride.ri.gov • http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies • www.wordreference.com (on-line dictionary) • www.conjuguemos.com • www.studyfrench.com • www.guia.com • www.onlinenewspapers.com/france.htm • www.france24.com • www.french.about.com |

2.1 Use the language to investigate, explain, and reflect on the relationship between between the practices and perspectives of the cultures studied.

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| <p>Essential Knowledge and Skills</p> <p>2.1.1 Investigate the unique social customs and traditions of the francophone culture, e.g.</p> <ul style="list-style-type: none"> • Haïti, Martinique, Guadeloupe, Québec, the Maghreb, Tahiti, DOMTOM <p>2.1.2 Explore and recognize</p> <ul style="list-style-type: none"> • Châteaux of the Loire Valley, Versailles • Cultural icons • French art • French beaches • The court of Louis XIV <p>2.1.3 Observe and apply age-appropriate French verbal and nonverbal greetings in conversational exchanges, e.g. handshake and greeting kiss.</p> <p>2.1.4 Discuss generalizations that Americans may make about the people and customs of francophone cultures.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI. 5.9) • Determine a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RI.6.2) • Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) | <p>Academic vocabulary</p> <ul style="list-style-type: none"> • central idea • francophone • integrate • investigate • judgments • perspectives • social customs • traditions |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Learn about and participate in activities enjoyed by French-speaking teenagers, such as sports), music, games, and entertainment. • Interact in a culturally appropriate manner with French-speaking people of various backgrounds in a variety of contexts, such as welcoming guest speakers or exchange students, participating in field trips. | <p>Websites</p> <ul style="list-style-type: none"> • www.pandora.com target language station (and other Internet • www.actfl.org • www.corestandards.org |

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| <ul style="list-style-type: none"> • Watch movies, commercials or documentaries from the francophone world and identify typical cultural patterns and social behaviors that they see on the screen. • Analyze social, economic, geographic, and historical factors that affect cultural practices in various francophone cultures, such as weddings, family celebrations, gender roles, education, social and governmental institutions, and religious observances, e.g., dress codes for adolescent girls and women in Muslim countries. | <ul style="list-style-type: none"> • www.ride.ri.gov • http://coshocntonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies) • www.wordreference.com (on-line dictionary) • www.conjuguemos.com • www.studyfrench.com • www.quia.com • www.onlinenewspapers.com/france.ltm • www.france24.com • www.french.about.com |
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2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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| <p>Essential Knowledge and Skills</p> <p>2.2.1 Investigate the products, perspectives, and passions that define the Francophone cultures (including art museums, monuments, foods and cultural icons).</p> <p>2.2.2 Listen to music and watches French-language film or television programs that are popular with young people in various parts of the world.</p> <p>2.2.3 Recognize artistic contributions from francophone cultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Integrate information presented in different media or formats (e.g., visually, quantitatively)as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7) | <p>Academic vocabulary</p> <ul style="list-style-type: none"> • francophone • investigate • perspectives • reflect |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Identify the characters, themes, and perspectives in French-language comic books, for example, Astérix and Tintin. • View films from and about parts of the francophone world and pick out representative cultural products, for example, chocolate, lace, textiles, masks, jewelry, timepieces, perfume, dolls, and musical instruments. • Discuss and analyze various artistic products of francophone regions, such as theater and dance performances, novels and poetry, sculpture and painting, cinema, and crafts. • Explore social, economic, political, scientific, and religious institutions of francophone cultures and learn how they reflect the values of the people. | <p>Websites</p> <ul style="list-style-type: none"> • www.pandora.com target language station (and other Internet • www.actfl.org • www.corestandards.org • www.ride.ri.gov • http://coshocntonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies) • www.wordreference.com (on-line dictionary) • www.conjuguemos.com • www.studyfrench.com • www.quia.com • www.onlinenewspapers.com/france.ltm • www.france24.com • www.french.about.com |

3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

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| <p>Essential Knowledge and Skills</p> <p>3.1.1 Recognize and use appropriate mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> • 24-hour clock • currency • decimal usage • metric system • temperature <p>as used in the francophone world.</p> <p>3.1.2 Identify and use parts of speech that include</p> <ul style="list-style-type: none"> • nouns • verbs | <p>Academic vocabulary</p> <ul style="list-style-type: none"> • build • critical thinking • strategic use |
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| <ul style="list-style-type: none"> • adverbs • gerunds • subjects • adjectives • pronouns • interrogatives • prepositions <p>3.1.3 Strengthen oral presentational skills in target language and English through</p> <ul style="list-style-type: none"> • presentations • dialogues • role playing • communication activities, etc. <p>3.1.4 Use technology skills such as Internet research and presentation programs to demonstrate understanding of the target language.</p> <p>Common Core State Standards – ELA</p> <p>3.1.5 Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)</p> | |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Broaden their awareness of other disciplines by expanding topics presented in their French classes: a reading of Saint-Exupéry's <i>Le Petit Prince</i> (The Little Prince), can lead to a study of early airmail routes between France, Africa, and South America. • Discuss in French topics from other school subjects, such as fine arts (impressionism), history (French Revolution, colonialism, and post-colonialism), worldwide health issues (AIDS), and environmental concerns (pollution). • Present reports in French, orally and/or in writing, on topics being studied in other classes. | <p>Websites</p> <ul style="list-style-type: none"> • www.pandora.com target language station (and other Internet • www.actfl.org • www.corestandards.org • www.ride.ri.gov • http://coshocconfi.wpikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies • www.wordreference.com (on-line dictionary) • www.conjuguemos.com • www.studyfrench.com • www.quia.com • www.onlinenewspapers.com/france.htm • www.france24.com • www.french.about.com |

3.2 Access and evaluate information and diverse perspectives that are available.

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| <p>Essential Knowledge and Skills</p> <p>3.2.1 Apply a variety of research strategies (e.g. summarizing, utilizing graphic organizers, note-taking).</p> <p>3.2.2 Employ appropriate reading strategies e.g. summarizing and jigsaw reading, Think-Pair-Share, choral reading, read-aloud, guessing meaning from context.</p> <p>3.2.3 Self-assess world views by comparing/contrasting his/her culture to others'.</p> <p>3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language (tu vs vous).</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9-10.7) | <p>Academic vocabulary</p> <ul style="list-style-type: none"> • choral reading • diverse perspectives • distinctive viewpoints • evaluate • graphic organizers • jigsaw • nuance • think-pair-share |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Search for answers from French sources to questions encountered in school subjects or through their favorite leisure activities on the Internet and through the print and visual media. • Read a variety of French-language sources, such as magazines, encyclopedias, and Internet sites, to prepare reports on topics of personal interest. • Interact in a culturally appropriate manner with French-speaking people of various backgrounds in a variety of contexts, such as welcoming guest speakers or exchange students, participating in field trips. • Understand the distinctive viewpoints expressed in French-language literary works that they are reading, such as a portion of Simone de Beauvoir's, <i>Un mort très douce</i> | <p>Websites</p> <ul style="list-style-type: none"> • www.pandora.com target language station (and other Internet • www.actfl.org • www.corestandards.org • www.ride.ri.gov • http://coshocconfi.wpikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional |

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| | <p>strategies</p> <ul style="list-style-type: none"> • www.wordreference.com (on-line dictionary) • www.conjuguemos.com • www.studyfrench.com • www.quia.com • www.onlinenewspapers.com/france.ltm • www.france24.com • www.french.about.com |
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4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

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| <p>Essential Knowledge and Skills</p> <p>4.1.1 Compare grammar and structure between French and English.</p> <p>4.1.2 Recognize and use cognates/false cognates and derivatives.</p> <p>4.1.3 Compare and contrast the use of idioms.</p> <p>4.1.4 Predict the meaning of words based on prior knowledge.</p> <p>4.1.5 Compare the construction of negatives between French and English.</p> <p>4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.</p> <p>4.1.7 Identifies differences in pronunciation systems.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> ○ Interprets figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ○ Analyze nuances in the meaning of words with similar denotations (L.9-10.5) <ul style="list-style-type: none"> a. | <p>Academic vocabulary</p> <ul style="list-style-type: none"> • compare • figurative language • idiomatic phrase • gender agreement • predict • recognize • syntax |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Can recognize cognates and false cognates in French, such as lecture = reading, and not “lecture,” rester = to remain and not “to rest.” • Demonstrate an awareness of idiomatic phrases and linguistic expressions and realize that there is not a word-for-word correspondence between French and English, such as Il m’a manqué. = I missed him (He was lacking to me). • Recognize and compare nuances of meaning of words and idioms, in French and in English, such as <i>avoir froid, être froid, faire froid.</i> • Compare French and English linguistic elements, such as time, tense, and mood, and analyze how each language often uses different grammatical structures to express time and tense relationships, for example, “when” + present vs. quand + future, as in “When he arrives, he will come to see me.” = <i>Quand il arrivera, il viendra me voir.</i> • Recognize that words in French and English may have different ranges of meaning, such as ball = <i>balle, ballon; ballon</i> = ball, balloon, or reflect distinctions that are not made in both languages, such as “the day” = <i>le jour vs. la journée.</i> • Recognize the relationship between word order in French and meaning, for example, un pauvre homme = a poor, unfortunate man vs. un homme pauvre = a poor man, without money. | <p>Websites</p> <ul style="list-style-type: none"> • www.pandora.com target language station (and other Internet) • www.actfl.org • www.corestandards.org • www.ride.ri.gov • http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20Div.pdf (instructional strategies) • www.wordreference.com (on-line dictionary) • www.conjuguemos.com • www.studyfrench.com • www.quia.com • www.onlinenewspapers.com/france.ltm • www.france24.com • www.french.about.com |

4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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| <p>Essential Knowledge and Skills</p> <p>4.2.1 Discuss and analyze the differences and similarities between the U.S. and francophone cultures such as views on equality</p> <p>4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.</p> <p>4.2.3 Compares cultural products and practices, e.g. sports, holidays, foods and leisure activities.</p> <p>4.2.4 Compares social structures, e.g. families and school.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9.7) | <p>Academic vocabulary</p> <ul style="list-style-type: none"> • compare • contrast • idioms • investigate • reflect |
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| <ul style="list-style-type: none"> Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5) | |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Research topics of personal interest using a variety of French-language sources, such as sports and teen magazines, radio, video, the Internet, and catalogs, and compare the information they find to that which is available to them on the same topics in English. Hypothesize about the origins of idioms as reflections of culture, citing examples from French language and francophone cultures and their own, such as <i>un tien pour toi</i> (Democratic Republic of the Congo: your own for you) = <i>un pourboire</i> (a tip); <i>Elle a mis papier dans sa tête</i> (Ivory Coast: She put paper in her head.)= <i>Elle a reçu de l'instruction</i>. (She was educated.); and <i>bon comme du pain</i> (France: good as bread) = good as gold; Compare and contrast the American view of some aspect of daily life, such as meals or the importance of education, with the view of a francophone area. For example, in North and West Africa, sharing a communal meal from one bowl is customary, whereas this practice is infrequent in the United States. Identify and analyze the cultural perspectives reflected in a literary selection, film or work of art from a francophone country and compare these to the perspectives found in a corresponding American work, for example, <i>Le Petit Prince</i> (<i>The Little Prince</i>) and <i>ET</i>. | <p>Websites</p> <ul style="list-style-type: none"> www.pandora.com target language station (and other Internet www.actfi.org www.corestandards.org www.ride.ri.gov http://coshoctonfip.wiki-spaces.com/file/view/70-Formative%20Assess%20Strategies%20jv.pdf (instructional strategies www.wordreference.com (on-line dictionary) www.conjuguemos.com www.studyfrench.com www.quia.com www.onlinenewspapers.com/france.htm www.france24.com www.french.about.com |

5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

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| <p>Essential Knowledge and Skills</p> <p>5.1.1 Identify and share examples of the target language in daily life. 5.1.2 Shares knowledge of the target language and culture with others. 5.1.3 Accesses international media and the arts. 5.1.4 Use the target language in the school community..</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> g. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. i. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. j. Use precise language and domain-specific vocabulary to manage the complexity of the topic. k. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. l. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W9.2) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W9.5) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W9.7) | <p>Academic vocabulary</p> <ul style="list-style-type: none"> collaborate globalized world |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> Stage a French-language play or create a comedy routine in French as part of a school/community event or for a local TV station. Interview French-speaking members of the community or use other French resources to research topics of interest, such as World War II experiences and the Haitian immigrant experience. Participate in an extended French immersion experience, such as an immersion weekend or a French-language camp. Travel with their family or class to a francophone country and use French to communicate with others and to obtain services.. | <p>Websites</p> <ul style="list-style-type: none"> www.conjuguemos.com www.glencoe.com www.quia.com www.studyspanish.com www.wordreference.com youtube videos (educational) |

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5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement

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| <p>Essential Knowledge and Skills</p> <p>5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.</p> <p>5.2.2 Demonstrate interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.</p> <p>5.2.3 Demonstrate logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.</p> <p>5.2.4 Listen to and sing along to music in the target language.</p> <p>Common Core State Standards – ELA</p> <ul style="list-style-type: none"> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL.8.1) • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words (L5.3) | <p>Academic vocabulary</p> <ul style="list-style-type: none"> • adages • antonyms • collaborative discussions • collegial discussions and decision-making • figurative language • francophone • homographs • idioms • interpersonal skills • metaphors • proverbs • similes • synonyms |
| <p>Sample Progress Indicators</p> <ul style="list-style-type: none"> • Enjoy sports or games typical of francophone countries, either as participants or as spectators. NA • listen to music, sing songs or play musical instruments from areas of the francophone world. NA • Read French-language magazines or watch French-language films and videos as a prerequisite to collaborative or individual work involving discussion in the target language and/or narrative, informational or argument writing, e.g. students <ul style="list-style-type: none"> ◦ write an essay explaining how the poem/song “O Nuit” exemplifies the meaning of the film itself. • Visit exhibits at local museums that present aspects of the francophone world and complete written assessments and classwork associated with field trip. • Explore French Internet sites for personal entertainment and enjoyment. NA • With their class or with their families go to restaurants featuring the cuisine of francophone areas of the world. NA • Spend vacation time in a francophone area of the world. NA • Participate in French Club activities. NA • Watch “Les Choristes” and, e.g. write an essay explaining how the poem/song “O Nuit” exemplifies the meaning o the film itself. • May watch French-language films for enjoyment and self growth. NA • NA - NOT ASSESSED | <p>Websites</p> <ul style="list-style-type: none"> • www.pandora.com target language station (and other Internet • www.actfl.org • www.corestandards.org • www.ride.ri.gov • http://coshocctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf (instructional strategies • www.wordreference.com (on-line dictionary) • www.conjuguemos.com • www.studyfrench.com • www.guia.com • www.onlinenewspapers.com/france.ltm • www.france24.com • www.french.about.com |

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SUGGESTED WORKS:

| STORIES | LITERARY TEXTS | | OTHER |
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| | POETRY | DRAMA | |
| <p>Literature:</p> <ul style="list-style-type: none"> • <i>Bon voyage (level 3)</i> • <i>Allez – viens</i> • <i>C'est ça (level 3)</i> • <i>Le Bon usage, Maurice Grevisse</i> • <i>En cours de route, Muta Matilde Mésavage</i> <p>Literature:</p> <ul style="list-style-type: none"> • <i>Voyages</i> | | <p><i>Le Petit Prince, Antoine de Saint-Exupéry</i></p> | |
| NONFICTION | INFORMATIONAL TEXT | | SPEECHES, PUBLIC DOCUMENTS |
| | BIOGRAPHIES | MEMOIRS | |
| <p><i>Bon Voyage French 3</i></p> | | | |

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum

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| 1. Anecdotal records | 8. Graphic organizers | 15. Multi-media/technology | 21. Research |
| 2. Class discussion | 9. Informational text response | 16. Narrative writing | 22. Role playing |
| 3. Conferencing | 10. Interviews | 17. Non- linguistic representations | 23. Rubrics/checklists |
| 4. Constructed responses | 11. Informative writing | 18. Note taking and summarizing | 24. Tests and quizzes |
| 5. Dramatization/role playing | 12. Journal | 19. Oral presentation | 25. Technology |
| 6. Exhibits | 13. Literature response | 20. RAISE | 26. Think-alouds |
| 7. Grammar and usage | 14. Media appreciation | | 27. Vocabulary word wall |
| | | | 28. Writer's notebook |
| | | | 29. Word Study |

REQUIRED COMMON ASSESSMENTS

- Mid-term exam (HS)
- Final exam (HS)
- Common Task (HS)

Develop and convey understanding

- Question and answers
- Rough draft / revision and editing
- Peer writing for skit and fashion show
- Responding analytically to literature and informational text
- Practice of grammatical structures and syntax
- E-mail writing to peers
- Note taking for research purposes or teacher lecture
- Responding after reading – individually and in cooperative learning groups

Narrative:

- Mes loisirs

Informational:

- (e.g.) Les monuments historiques de l'État

Argument:

- (e.g.) L'égalité entre les hommes et les femmes

Additional texts and writing for research

- Equality between men and women
- Research for Fashion Show, depending on theme decided

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HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES:

Websites

- www.pandora.com target language station (and other Internet)
- www.actfl.org
- www.corestandards.org
- www.ride.ri.gov
- <http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf> (instructional strategies)
- www.wordreference.com (on-line dictionary)
- www.conjuguemos.com
- www.studyfrench.com
- www.quia.com
- www.onlinenewspapers.com/france.htm
- www.france24.com
- www.french.about.com

Audio/video

- Ancillary components with Bon Voyage
- Pandora music Internet site
- CDs of French musical artists
- You Tube for music
- Videos in target language
- Films in target language

Technology

- Computer
- Smart Board
- Headphones with microphones
- Language lab

Materials

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VOCABULARY

- | | | | |
|--|---|---|--|
| 1. active voice | 21. context clues | 45. indirect object pronouns | 69. recognize |
| 2. active voice conditional and subjunctive mood | 22. contrast | 46. Infer | 70. redundancy |
| 3. adages | 23. controversial; topics | 47. infinitive | 71. reflect |
| 4. adjective agreement | 24. convey sequence | 48. informative/explanatory texts | 72. relative pronouns |
| 5. analyze | 25. critical thinking | 49. integrate | 73. sensory language |
| 6. antonyms | 26. debate | 50. interpersonal skills | 74. setting |
| 7. argument | 27. direct and indirect object pronouns | 51. interrogative pronouns | 75. similes |
| 8. authentic situations | 28. direct object pronouns | 52. investigate | 76. social customs |
| 9. build | 29. distinctive viewpoints | 53. jigsaw | 77. strategic use |
| 10. central idea | 30. diverse perspectives | 54. judgments | 78. subject/verb agreement |
| 11. choral reading | 31. engage | 55. metaphors | 79. subjunctive mood |
| 12. clauses | 32. engages effectively | 56. narratives | 80. summarize |
| 13. cognates | 33. establishing context | 57. nuance | 81. summative |
| 14. collaborate/collaboration | 34. evaluate | 58. objective summary | 82. support claim |
| 15. collaborative discussions | 35. figurative language | 59. orient | 83. synonyms |
| 16. collegial discussions and decision-making | 36. francophone | 60. partitive articles | 84. syntax |
| 17. comparative and superlative adjectives | 37. future tense | 61. passé composé with past subjunctive | 85. syntax |
| 18. compare | 38. gender agreement | 62. past subjunctive | 86. theme or central idea |
| 19. conditional and subjunctive mood | 39. globalized world | 63. perspectives | 87. think-pair-share |
| 20. conditional tense | 40. graphic organizers | 64. persuade | 88. Touareg people |
| | 41. homographs | 65. phrases | 89. traditions |
| | 42. idiomatic phrase | 66. plot | 90. transition words |
| | 43. idioms | 67. predict | 91. transition words, phrases, and clauses |
| | 44. indicative mood | 68. proverbs | 92. transitions domain-specific vocabulary |

FRENCH III CURRICULUM UNIT #2
North Smithfield and Burrillville School Departments

LESSON PLAN for UNIT (Complete this section during the school year)

LESSONS

- Lesson # 1 Summary:**

- Lesson #2 Summary:**

- Lesson #3 Summary:**

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction

- Assessments:** see curriculum introduction
 - **Formative**

 - **Summative**