

Summit Public Schools
Summit, New Jersey
Grade Level / Content Area: French 3
Length of Course: After 2 consecutive years of French

Curriculum

Course Description:

This set of 6 learning units is reflective of the scope and sequence of the thematic units outlined in *Discovering French Today! Level 2 (Valette, Valette)* lessons 13 to 28. Each unit from the textbook is complemented with culturally authentic material carefully selected from various French websites, keeping in mind the thematic context as well as the students' level of proficiency. The authentic materials include real-world photos, videos, articles, and cultural information that will give students opportunities to learn about the products, practices, and perspectives of the target cultures. These will enable students to acquire a broader and deeper understanding of the French language and culture in the francophone world and will offer multiple opportunities to compare the new language and culture with their own. Students should be prompted to reflect, reason, form opinions and share with their classroom peers.

The ultimate goal of learning to communicate in French is to become confident in one's ability to function in the francophone world. Teachers need to give students the best learning experience and help them feel comfortable in a supportive classroom environment. As much as possible, teachers create an immersion environment by using French to teach French. Grammar is essential in French 3 as it helps put new vocabulary words together. By learning the rules of grammar, students can use new words correctly and speak in complete sentences. Connections with English grammar will help students understand the importance of learning verbs and new tenses to express themselves with clarity and share their thoughts and opinions with others.

Standard 7.1 World Languages

All Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Big Ideas: Course Objectives / Content Statement(s)

LES SPECTACLES.

Unit 1: Theme: Contemporary life (Leisure and Sports).

Theme: Beauty and Aesthetics (Music, Performing Arts, Visual Arts).

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| <p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none">• Who are some famous French singers? What kind of music do they perform?• Why do French people enjoy music from different countries?• What kind of music from Africa do they listen to? Do artists with African roots sing in French? What kind of music instruments do they use? Are these music instruments African or modern or both?• Who are some famous French actors?• What American movies feature French actors?• Do French actors speak French or English in American movies?• How will I recognize a French actor in an American film? | <p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none">• French people love going to the movies and to concerts. French museum in Paris offer special exhibits and events that are very popular.• many famous French actors and singers are featured in American films and are also famous in the United States.• world music is very popular in France. All French people enjoy cultural diversity in music and go to all kinds of concerts. There is a very important celebration in France “La fête de la musique” (in June every year). It promotes musical diversity and recognition of music from different cultures.• French speakers try not to repeat a noun or an expression in their sentences. In order to avoid such repetitions the use of direct and indirect object pronouns is necessary. |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will:</p> <hr/> <p>7.1.A.3. Discuss people, places, objects, and daily activities based on oral or written descriptions. Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture: regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era).</p> <hr/> | <p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus:</p> <p>Students will use vocabulary, adjectives, present and past tenses in cultural context. These areas are essential to describe performers (beautiful, famous, great...). Students will write adjectives with the correct agreement: feminine, masculine and plural forms. Students will use the appropriate form of most common verbs in present and past tenses (passé composé) to describe artists: he/she is, he/she was... This unit will also focus on direct and indirect object</p> |

7.1.A.4. Comprehend conversations and written information on a variety of topics. Academic and social interests. Current or past issues and events at home or in the target country.

7.1.A.6. Identify the main idea and theme, and describe the main characters and settings in readings from age-appropriate, culturally authentic selections.

7.1.A.7. Compare and contrast unique linguistic elements in English and in the target language.

7.1.C.1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.

7.1.C.2. Use language creatively in writing to respond to a variety of oral and visual prompts.

7.1.C.3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.

7.1.C.4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture and their own.

7.2.A.1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

7.2.A.3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

7.2.B.2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of

pronouns used to avoid repetitions in a sentence. Unit 1 introduces authentic readings and videos linked to the theme of entertainment. Students will learn the names of French singers/performers/actors and how to invite a friend to a concert or a movie.

Sample Assessments:

Formative: Multiple choice questions quizzes. Simple oral and written (exit ticket) check for understanding to make sure that students master new vocabulary words such as actor, singer, movie theatre, ticket, etc...

Interpersonal speaking: discuss personal likes/dislikes of French entertainers/movies/songs.

Presentational speaking: with cultural comparison: French singers collaborate with singers from other countries (England, Spain, North Africa...) to perform. Do American singers do the same?

Summative: A Unit test will include vocabulary from the lesson, specific cultural questions about French entertainers, and grammar components including review of present and past tenses with new verbs: connaître, savoir, dire, lire, and écrire, direct/indirect object pronouns (ex. I like him, I don't like her...) (Discovering French Resource Book).

Instructional Strategies:

Interpretive: text: "La chanson en France", text: "Manu Chao" (biography), David Guetta: "Dangerous, son nouveau single confirmé" (MCM News, Oct 2, 2014), "La fête de la musique" (D'accord 3 p. 66), Europe 1 - Le journal du Dimanche "Omar Si, personnalité préféré des Français" (<http://www.lejdd.fr/Societe/EXCUSIF-Omar-Sy-personnalite-preferee-des-Francais-Simone-Veil-devance-Jean-Jacques-Goldman-834799>)

the target culture(s).

Song: “Le rendez-vous” (Manu Chao)
Video: “TV5, Une journée avec David Guetta, le DJ” (http://www.flevideo.co/fle_video_quiz_lo_w_intermediate.php?id=4716), “La fête de la musique” (www.flevideo.com/fle_video_quiz_intermediate.php?id=4642)

Video clips from YouTube with French actors: Gérard Depardieu, Audrey Tautou, Jean Reno, Marion Cotillard, Juliette Binoche, and Omar Si.

Interpersonal speaking: Students will discuss information from texts and videos with partners in groups and present personal opinions/cultural comparisons.

Presentational speaking: Students will use their phone to record answers to some printed cultural questions about music in France.

Interdisciplinary Connections: are made with the following areas:

- Language arts: compare/contrast structure of language, patterns of speech and etymology of words in English and in French.
- Music/Performing arts: compare/contrast songs and performances of French and American singers and actors.

Technology integration: Students will use technology to view the videos about French singers and actors. They will practice vocabulary with online exercises and games (<https://quizlet.com/>) and quizlet live.

Media Literacy Integration: Students are encouraged to ask questions about all the cultural information presented to them in the form of video clips, audio recordings, podcasts, and news articles. Most information presented is taken from authentic sources on the French Internet. Students will discuss the information, analyze the journalist’s message, purpose, and

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| | <p>point of view, and compose a cultural comparison.</p> <p>Global Perspectives: A number of the actors/singers/groups presented in this unit are of African ancestry from the Francophone world. Students’ cultural comparison will therefore include a global understanding of the music world.</p> <p>Culturally Responsive Teaching: Students’ cultural heritage is valued and builds a meaningful bridge between home and school experiences. For example, in this unit students will share the kind of music they listen to at home and explain if it belongs to what we call “world music”. Do students only listen to American music? What kind of American musics also have roots in Africa? What kind of American music originates from Europe?</p> |
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Texts and Resources:

- Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013.
- Valette, J-P. Valette, R. M. Discovering French, Nouveau!-Blanc. Workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- [YouTube.com/](https://www.youtube.com/) : video clips: Gérard Depardieu, Jean Reno, Marion Cotillard, Audrey Tautou, Juliette Binoche, Omar Sy, Cheb Mami, Cheb Khaled, Touré Kunda, Manu Chao, Idir, Jean-Jacques Goldman, Johnny Halliday, Yannick Noah, David Guetta, Daft Punk, Justice.
- David Guetta & Fred Rister - France.
http://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=4716
- D'accord 3, Langue et culture du monde francophone, Vista Higher Learning, 2015, p. 67 (La fête de la Musique).
- Bande annonce fête de la musique 2012.
http://www.flevideo.com/fle_video_quiz_intermediate.php?id=4642
- EXCLUSIF. Omar Sy personnalité préférée des Français, Simone Veil devance Jean-Jacques Goldman. Le 21 juin 2017.
<https://www.lejdd.fr/Societe/EXCLUSIF-Omar-Sy-personnalite-preferee-des-Francais-Simone-Veil-devance-Jean-Jacques-Goldman-834799>

Big Ideas: Course Objectives / Content Statement(s)

LES SPORTS

Unit 2: Theme: Contemporary life (Leisure and Sports).

Theme: Global Challenges (Health issues, Nutrition and food safety)

Theme: Families and communities (Childhood and adolescence).

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- What kind of sports do French people play? What sports are typically French?
- Who are some champions of these sports?
- What sports are typically American?
- What do you know about “Le tour de France”?
- Why is the Noah family famous?
- What are some government incentives that promote sports?
- Why is it essential to practice a sport?
- What are some challenges of being extremely involved in a sport?
- Do young adults benefit from professional sports?

**Areas of Focus: Proficiencies
(Cumulative Progress Indicators)**

Students will:

7.1.A.3. Discuss people, places, objects, and daily activities based on oral or written descriptions. Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture; regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era).

7.1.A.4. Comprehend conversations and

Enduring Understandings

What will students understand about the big ideas?

Students will understand that...

- French people love sports. They love actively participating in team sports and watching games.
- some world competitions and the olympic games were first “invented” in France. French people enjoy watching international competitions (soccer, rugby, cycling, tennis...)
- some French athletes are also famous in the United States: Thierry Henry, Zinedine Zidane, Joakim Noah...
- it is simple to recognize a sentence with a direct object pronoun in the passé composé. To determine if the past participle takes an agreement, listening to the change of pronunciation of the past participle is a valuable tool.

Examples, Outcomes, Assessments

(see [note](#) below about the content of this section)

Instructional Focus:

Students will use vocabulary of sports (names of sports, equipment, players...) in cultural contexts. They will determine what sports have an origin in France and which ones are not played in the United States (la pétanque?). Vice versa, some american sports (baseball) are not played in France.

Students will discover that some sports have their origin in France (tennis, cycling, modern olympic games...)

Students will discuss the benefits of some

written information on a variety of topics. Academic and social interests. Current or past issues and events at home or in the target country.

7.1.A.6. Identify the main idea and theme, and describe the main characters and settings in readings from age-appropriate, culturally authentic selections.

7.1.A.7. Compare and contrast unique linguistic elements in English and in the target language.

7.1.C.1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.

7.1.C.2. Use language creatively in writing to respond to a variety of oral and visual prompts.

7.1.C.3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.

7.1.C.4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture and their own.

7.2.A.1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

7.2.A.3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

7.2.B.2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture(s).

government programs that promote sports and good health habits for teenagers. They will read about competitive sport challenges and how they may affect schooling and peer relationships. Some parents are overly involved in their children's sport career. Are these instances detrimental to a child's health?

Looking at "sport families", students will read about Yannick and Joakim Noah, Zinedine Zidane, Tony Parker...Unit 2 will use a variety of articles and videos to support discussions and help students formulate cultural comparisons. This unit will further the practice of direct and indirect object pronouns adding y/en to the list. Students will learn how to correctly place two pronouns in a sentence according to the verb tense.

Sample Assessments:

Formative: Interpersonal speaking: discuss what sports you like to watch on television? What sports do you play?

Students will watch several video to discuss what sports French people like: Rugby (ASM wins the French championship)

<https://www.youtube.com/watch?v=0qNRzER1pLQ>

Rugby and soccer are amongst the most watched sports in France. Video "Le tennis"

http://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=4612

"Le Tour de France"

http://www.flevideo.com/fle_video_quiz_intermediate.php?id=4669

Students will answer multiple choice questions for each video and discuss the information with partner and with the class.

Presentational speaking: Students will complete a short PowerPoint project about their favorite activities and the sports they practice and watch with their family (10 slides - each slide will answer a specific question) - The project grade will include a presentation in front of the class.

Short quizzes: Quizlet live (team game) to review names of sports (+ multiple choice quiz).

Summative:

IPA (short version) - In preparation for this assessment, students will watch a video “Le sport ça me dit”

<https://www.youtube.com/watch?v=G31-AsDh7A>. They will read an article from Le Figaro “Le programme nutrition de Michelle Obama...” 02/05/2017. The article selected for the IPA is on the same theme but from a different source: Les Echos “Trump met fin au programme anti-obésité de Michelle Obama”.

Presentational Writing: Essay: At the end of this unit on sports students will write an essay. Do you believe that young people are pushed to practice a sport to have fun and stay healthy or because their parents envision a professional career with financial wealth?

Instructional Strategies:

Interpretive: Several readings with either multiple choice questions or open-ended questions. About “Le Tour de France” <http://www.ledauphine.com/> Questions include the names of some racers, the number of days, the race itinerary, and the color of the shirts (les maillots). Le Figaro “Le programme nutrition de Michelle Obama supprimé par l’Administration Trump” (02/05/2017). Questions are on the main idea, the journalist’s message and a cultural comparison.

To discuss money in sports students will read “Portrait : Les Noah” - how 3 generations of Noahs entered high level sport competitions. Students will watch a video

<https://www.tf1.fr/tf1/telefoot/videos/zidane-a-coeur-ouvert.html?> + multiple choice questions (graded check for understanding) and follow up class discussion about money and professional sports.

Film: “Le ballon prisonnier” D’accord! 3 p. 262. Vista Higher Learning (2015) + comprehension questions and reflexion questions with class discussion about a teen who is pushed to play

soccer by his father. Interpretive video and text: Roch Carrier “Le chandail de hockey” <https://www.youtube.com/watch?v=shyFWU8pCjs&t=13s> (The story of a young boy from Quebec and his passion for hockey). Students will answer questions on the video and check their answers with a print version. The vocabulary used in this video can be introduced with a painting: Henri Masson “Hockey” 1940.

Interpersonal: After watching the short film “Le ballon prisonnier” students will discuss the benefits of a sports career. They will discuss the pressure that “Dylan” (the boy from the movie) has to live with and if his father is the source of the pressure.

Presentational: Students will write a paragraph opinion about “Le ballon prisonnier”. Writing requirements, such as the use of link words, will be reviewed to help students present their opinion and a cultural comparison with their school/friends and/or peers.

Interdisciplinary Connections: are made with the following areas:

- Physical education. Students examine the requirements, techniques, and demands of some sports at the professional and international level.
- Health. Students look at health benefits of sports and compare/contrast government programs promoting sports in France and in the United States.

Technology Integration: Students will use technology to view the videos about French athletes. They will practice vocabulary with online exercises and games (<https://quizlet.com/>) and quizlet live and they will use PowerPoint to write and present a project about the sports they and their families practice and watch.

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| | <p>Global Perspectives: A number of the athletes presented in this unit are of African ancestry from the Francophone world (the Noah family, Zinedine Zidane). Students’ cultural comparison will therefore include a global understanding of the world of sports.</p> <p>Culturally Responsive Teaching: Students’ cultural heritage is valued and builds a meaningful bridge between home and school experiences. For example, in this unit students will share the kind of sport(s) they practice in school and at home. They will be able to talk about the origins of the sport and where in the world it is played. For example, we often talk about the “World Series” when talking about baseball, yet, are all the countries in the world represented such as during the Olympic games?</p> |
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Texts and Resources:

- ❑ Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013.
- ❑ Valette, J-P. Valette, R. M. Discovering French, Nouveau!-Blanc. Workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- ❑ [YouTube.com/](https://www.youtube.com/) Video clips on: rugby, tennis, le Tour de France, la pétanque,
- ❑ “Le tennis” http://www.flevideo.com/fle_video_quiz_low_intermediate.php?id=4612
- ❑ “Le Tour de France” http://www.flevideo.com/fle_video_quiz_intermediate.php?id=4669
- ❑ “Le sport ça me dit” 2009, <https://www.youtube.com/watch?v=G31-AAsDh7A>
- ❑ Le Figaro “Le programme nutrition de Michelle Obama supprimé par l’Administration Trump (02/05/2017)
- ❑ Les Echos “Trump met fin au programme anti-obésité de Michelle Obama” (02/05/17)
- ❑ Carrier, Roch. Le chandail de hockey. <https://www.youtube.com/watch?v=shyFWU8pCjs&t=13s>
- ❑ 1 jour, 1 question “Depuis quand les sports d’hiver existent-ils?” <https://www.youtube.com/watch?v=DeTvkNydJnE>
- ❑ TF1 “Zidane à cœur ouvert” <https://www.tf1.fr/tf1/telefoot/videos/zidane-a-coeur-ouvert.html?>
- ❑ D’accord! 3 p. 262. “Le ballon prisonnier” Vista Higher Learning, 2015.

Big Ideas: Course Objectives / Content Statement(s)

LE CORPS, L'HYGIÈNE ET LA ROUTINE QUOTIDIENNE

Unit 3: Theme: Global Challenges (Health issues, Nutrition and food safety).

Theme: Families and communities (Childhood and adolescence).

Note that this unit on Discovering French 2 is presented with the preceding one on sports. However, the grammar structures introduced are extensive and challenging and require in depth presentation with additional practice. It is therefore recommended to depart from the book suggested scope and sequence and to introduce this unit on its own.

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| <p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none">● How do French people talk about their daily activities and personal care?● How do I explain, in French, what is wrong when I feel sick or in pain?● How do French people talk about injuries?● What expressions can be used to talk about an injury that happened in the past?● What kind of foods are better for one's health?● What are the names of all the objects one can find in a bathroom?● Do French children have a morning routine similar to American children? | <p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none">● mastery of the vocabulary of body parts is necessary in order to talk about one's health, health problems and their causes, and to describe pain.● in order to talk about their everyday routine, particularly in the morning, students will need vocabulary of toiletries. For example: I brush my teeth with toothpaste.● the pronouns <i>y</i> and <i>en</i> are frequently used in everyday spoken French. An awareness of the uses of <i>y</i> and <i>en</i> will increase students' oral comprehension. In the <i>passé composé</i>, the past participle does not agree with <i>en</i>. In infinitive constructions <i>en</i> comes before the infinitive.● in French, activities that we do everyday are expressed by reflexive verbs. This grammatical structure does not correspond to an equivalent in English. To describe actions that one performs on one's body, French speakers use a specific construction with a reflexive pronoun and verb. |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p> <p>Students will:</p> <p>7.1.A.3. Discuss people, places, objects, and daily activities based on oral or written</p> | <p>Examples, Outcomes, Assessments (see note below about the content of this section)</p> <p><u>Instructional Focus:</u></p> <p>The study of health and personal care in this</p> |

descriptions. Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture: regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era).

7.1.A.4. Comprehend conversations and written information on a variety of topics. Academic and social interests. Current or past issues and events at home or in the target country.

7.1.A.6. Identify the main idea and theme, and describe the main characters and settings in readings from age-appropriate, culturally authentic selections.

7.1.A.7. Compare and contrast unique linguistic elements in English and in the target language.

7.1.C.1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.

7.1.C.2. Use language creatively in writing to respond to a variety of oral and visual prompts.

7.1.C.3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.

7.1.C.4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture and their own.

7.2.A.1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

7.2.A.3. Show the relationship between the

unit will start with a review of the vocabulary of body parts. Adding on new words from the middle school program, students will learn the names of articulations and major organs. Students will describe symptoms and where they feel pain. For example: I have a headache. Students will review known names of toiletries and add on new articles of personal hygiene. They will construct complete sentences to explain on what part of the body they use each item. Specific linguistic structures will be used to talk about where one hurts and to talk about one's daily routine. Students will review pronouns and how to use 2 pronouns in one sentence including y and en in different verb tenses.

Sample Assessments:

Formative: Multiple choice quizzes on vocabulary and grammar after online practices with quizlet.com/. Grammar quizzes can also have a multiple choice format to identify areas in need of additional practice. Grammar quizzes include reflexive verbs in present and past tenses and pronouns. Graded listening exercises include a video: Mine de rien "Chez le docteur" <https://www.youtube.com/watch?v=d0Tzgejb5QU> and a Discovering French 2 workbook exercise: F p. 160.

Summative: Students will complete a PowerPoint project to describe their daily routine. Each slide should include a picture of the action, with a sound effect and a recording of the student's voice to explain the action. Furthermore, Unit 3 test will assess students' mastery of vocabulary of health and hygiene with grammar questions on reflexive verbs and pronouns.

Instructional Strategies:

Interpersonal: Discuss your routine with your partners and with class members. Practice of

cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

7.2.B.2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture(s).

interpersonal speaking can be done with simulated/prepared conversations for example at the doctor's office.

Interpretive: Students read along a text about "Sylvie's" daily routine (Raconter sa journée <https://www.podcastfrancaisfacile.com/>).

Questions include comprehension questions and grammar questions on reflexive verbs. Students will write a short paragraph about their morning routine.

Interpretive listening is assessed with a video and open ended questions: Journal de 20 heures - France 2 - 25 octobre 2015 "Ils choisissent de se lever tôt"

https://www.youtube.com/watch?v=Vh_7go8mRFE

In this video from the French news TV channel 2, the journalist explains the new trend: French people decide to get up early to exercise, thus changing their original routine for a new one coming from the United States.

With this video

<http://enseigner.tv5monde.com/fle/une-journee-516>

("Ils ont entre 11 et 14 ans, ils vont au collège à Clermont-Ferrand. Partons à la découverte de leur emploi du temps pour une journée.") students will learn about a typical day of a French teenager from Clermont-Ferrand. Questions assess students' comprehension on time and school routine.

Interpersonal: Students have many opportunities throughout this unit to discuss their personal routine with a partner. This exercise could be done at the beginning of the class as a warm-up activity to recall the vocabulary and use of the reflexive verbs

Presentational: Volunteers will present their PowerPoint project to the class.

Interdisciplinary Connections:

- Science/health: how to talk about one's health and describe symptoms. What

personal hygiene choice added to our daily routine is beneficial to one's health.

Technology Integration:

Students practice memorization of vocabulary with quizlet.com/. This unit includes a project about students' daily routine. Students will use PowerPoint or Prezi as a presentation software and audacity to record their voice. Students will learn how to add a recording to their presentations.

Global Perspectives:

Students will be able to compare/contrast their daily routine with their French counterparts. For example, the videos used in this unit will present what French teenagers do every day when they go to school.

Culturally Responsive Teaching:

Students will discuss healthful everyday habits: at what time they get up and go to bed, the number of hours of sleep. The video about French people getting up early to exercise will add another aspect to this discussion. Featured in this video are 2 famous women: Michelle Obama and Ivanka Trump who declare getting up early. Students will formulate an opinion about this new French habit that originated in the United States.

Texts and Resources:

- Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013.
- Valette, J-P. Valette, R. M. Discovering French, Nouveau!-Blanc. Workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- YouTube.com/ Video clips on: daily routine for example:
- "Destiny - Animation Short" https://www.youtube.com/watch?v=wEKLEeY_WeQ
- 20h de France 2 - "Petit matin : ils choisissent de se lever tôt" <https://www.youtube.com/watch?v=dWfmMW7Hp24>

- ☐ Enseigner le français avec TV5MONDE : “Ils ont entre 11 et 14 ans, ils vont au collège à Clermont-Ferrand. Partons à la découverte de leur emploi du temps pour une journée”. <http://enseigner.tv5monde.com/file/une-journee-516>
- ☐ Activité pour la vidéo:
http://enseigner.tv5monde.com/sites/enseigner.tv5monde.com/files/asset/document/adomania-unejournee-app_0.pdf
- ☐ Mine de rien: “Chez le docteur”. <https://www.youtube.com/watch?v=d0Tzgejb5QU>

Big Ideas: Course Objectives / Content Statement(s)

LA MAISON, SES PIÈCES ET SON ENVIRONNEMENT

Unit 4: Theme: Contemporary life (Housing and Shelter)

Theme: Beauty and Aesthetics (Architecture, Contribution to World Artistic Heritage).

This unit is designed to build upon and expand on the household vocabulary presented in French 1 and 2. Students will learn how to describe a house, its rooms, and its furnishings in depth. Learning the names of building materials is essential to infer an accurate cultural comparison based on facts and not on assumptions or beliefs.

| Essential Questions | Enduring Understandings |
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| <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> ● How are French houses built? What building material can I see on a picture? ● Do French houses look like American houses? ● What are the differences between French and American houses? ● How can we explain these differences? ● Do all French houses look the same? ● What are some regional particularities? ● What features do I like in a French house? ● Do homes in my culture have any features that are unique? ● What is “La colocation”? | <p><i>What will students understand about the big ideas?</i></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● French houses don’t look like American houses. They were (and still are) built to last a long time. Some houses on the market today are several hundred years old! ● there are specific cultural features that make a French house different from an American house. For example, French houses tend to have tiled floors. ● from region to region there are differences in the specific building materials used for construction of homes. ● while discussing “co-renting” a house or an apartment, sentences need to be linked. The best way to link sentences and avoid a repetition is with relative pronouns such as “qui” and “que”. |

**Areas of Focus: Proficiencies
(Cumulative Progress Indicators)**

Students will:

7.1.A.3. Discuss people, places, objects, and daily activities based on oral or written descriptions. Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture: regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era).

7.1.A.4. Comprehend conversations and written information on a variety of topics. Academic and social interests. Current or past issues and events at home or in the target country.

7.1.A.6. Identify the main idea and theme, and describe the main characters and settings in readings from age-appropriate, culturally authentic selections.

7.1.A.7. Compare and contrast unique linguistic elements in English and in the target language.

7.1.C.1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.

7.1.C.2. Use language creatively in writing to respond to a variety of oral and visual prompts.

7.1.C.3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.

7.1.C.4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture and their own.

Examples, Outcomes, Assessments
(see [note](#) below about the content of this section)

Instructional Focus:

Students will look at pictures of French homes in Alsace, they will look at Mediterranean homes, homes from the mountains of Auvergne, and homes from the Basque area. These regions will be explored to discuss the following: Are all these homes similar? Do students know of any French-style homes in their community? How are these homes different from the standard homes in their community?

In order to answer these questions students will need a list of “architectural” vocabulary that includes, names of parts of a house (roof, ground floor, cellar, etc...) and names of building materials (cement, brick, wood, etc...). In France, homes do not have a wood frame and the toilet is usually in a room separate from the bathroom. Students will learn to be precise when asking for the “bathroom”. Older homes in France do not have built-in closets like homes in the U.S. Instead, armoires are used to store clothing and are passed from one generation to the next or sold to antique stores where they are commonly sought after. The cultural material is expanded to include a brief historical overview that explains French architecture and the reasons for differences between French and American homes. In order to describe their homes and their rooms students will review adjectives of colors, their position in a sentence and rules of agreement. Additionally, students will need to review specific rules for adjectives like “old, new, and beautiful”. The relative pronouns qui and que are necessary to write complex sentences. For example, this is the room that... New verbs: to turn on, turn off, open, close, put/set, and live are introduced to allow students to describe where they live. Finally,

7.2.A.1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

7.2.A.3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

7.2.B.2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture(s).

considering that many students have moved and do not live where they were born, it is essential to review the imparfait verb tense to describe where one used to live.

Students will discuss the incentive of “co-renting” a house with other people. Has it become a modern necessity or a choice?

Sample Assessments:

Formative: Multiple choice questions quizzes on vocabulary and grammar will assess students mastery of the vocabulary and the grammatical components of this unit. Simple oral and written questions on texts and videos will help determine if students master new vocabulary words and cultural information.

Interpersonal speaking: Students will discuss their personal likes/dislikes of French houses and architectural styles. They will be able to determine what features are beneficial or detrimental in each housing style. Students will share opinions and discuss why American houses are made of wood and not bricks and mortar with tiled roofs like French houses.

Summative: A unit test will include vocabulary from the lesson, specific cultural questions about French houses, and grammar components including adjectives, new verbs, the imparfait verb tense and qui/que relative pronouns.

IPA (short version) - In preparation for this assessment, students will watch a video :

<https://www.youtube.com/watch?v=wbFp-cw0vR4> TV5 Monde Adomania “Chez moi” and complete the downloaded activity

<http://enseigner.tv5monde.com/fle/chez-moi-716>. Class corrections after the activity will give students immediate feedback.

The activity chosen for the IPA can be downloaded from this website:

https://enfrancaissvdotcom.files.wordpress.com/2017/03/atelier_pe_a1a2_logement_coloc.pdf.

Instructional Strategies:

Interpersonal: Discuss ideas with partners and with class about the values of diverse architectural styles of French houses. Students will share opinions and compare French houses with houses in their community.

Interpretive: Students will read a variety of texts and articles from authentic online French sources. They will watch several videos and practice listening skills with a podcast from Français Facile “Visite d’une maison”

<https://www.podcastfrancaisfacile.com/podcasts/visite-dune-maison.html>

The listening exercise can be downloaded from the website and requires that students fill in the blanks with the vocabulary words they hear in the conversation.

Presentational: Students will write a short paragraph to practice the vocabulary of housing with adjectives of colors. They will describe their favorite room in their house.

Interdisciplinary Connections:

- Art and architecture: beauty of regional architectural styles.

Technology Integration:

Students will use technology to view the videos about French houses. They will practice vocabulary with online exercises and games (<http://quizlet.com/>). Students will record a conversation following the IPA on “la colocation”. Pretending that a potential roommate is interested in renting a house with you, he/she will have questions about the number of rooms, the rent, etc... Following the IPA worksheet as a guide, students will prepare questions and answers and record the conversation with Audacity.

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| | <p><u>Global Perspectives:</u> Students will gain understanding of different architectural style. It is important to understand that each French province has its own culture and that housing style is an essential aspect of that culture.</p> <p><u>Culturally Responsive Teaching:</u> Students will share prior experiences of visits to different states and share their views: did you notice the housing style in the state you visited? Was it similar to the style in your community?</p> |
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Texts and Resources:

- Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013.
- Valette, J-P. Valette, R. M. Discovering French, Nouveau!-Blanc. Workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- [YouTube.com/](https://www.youtube.com/) Video clips on French houses.
- Français Facile, “Visite d’une maison”
<https://www.podcastfrancaisfacile.com/podcast/visite-dune-maison.html>
- TV5 Monde Adomania, “Chez moi” <https://www.youtube.com/watch?v=wbFp-cw0vR4> and <http://enseigner.tv5monde.com/fle/chez-moi-716>.
- Nouveau Rond-Point, “Le logement en colocation”
https://enfrancaissvpdotcom.files.wordpress.com/2017/03/atelier_pe_a1a2_logement_coloc.pdf.

Big Ideas: *Course Objectives / Content Statement(s)*
LES VÊTEMENTS, LES ACCESSOIRES ET LA MODE.

Unit 5: Theme: Contemporary life (Advertising and Marketing)

Theme: Beauty and Aesthetics (Ideals of Beauty).

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| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> ● While shopping in France, how do I ask for a specific size? | <p>Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that...</p> <ul style="list-style-type: none"> ● sizes are different in France and in the United States and there are 2 words for “size”: <u>taille</u> for clothing and <u>pointure</u> for shoes. |
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| <ul style="list-style-type: none"> ● Do French people buy a lot of “luxury” brands: Channel, Vuitton, Yves Saint-Laurent, Hermes? ● Why do most French people wait for “Les soldes” to get great bargains? ● How are the sales in France different from store sales in the United States? ● How will I use the past tense to describe what I was wearing yesterday? ● Do people in the United States enjoy going to open-air markets to shop for clothes? | <ul style="list-style-type: none"> ● France has government regulated sale dates for all shops to protect the small shop owners from the constant price cutting of large national and international chains. The “soldes” are only allowed twice a year and cannot last more than 6 weeks. ● interrogative and demonstrative adjectives and pronouns are useful to ask or answer questions about clothing items and accessories. ● to shop for clothing items, students will understand that adjectives of colors and numbers (prices) need to be in agreement with the noun. ● superlative and comparative structures are used to make comparisons. |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:</p> <p>7.1.A.3. Discuss people, places, objects, and daily activities based on oral or written descriptions. Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture: regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era).</p> <hr/> <p>7.1.A.4. Comprehend conversations and written information on a variety of topics. Academic and social interests. Current or past issues and events at home or in the target country.</p> <hr/> <p>7.1.A.6. Identify the main idea and theme, and describe the main characters and settings in readings from age-appropriate, culturally authentic selections.</p> <hr/> <p>7.1.A.7. Compare and contrast unique linguistic elements in English and in the target</p> | <p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus: In this unit students will recall known words, review previously taught clothing items, and integrate new vocabulary words to describe what they wear, like, dislike, and would like to purchase. Students will recognize vocabulary of clothing and accessories in readings from culturally authentic selections. For example, they will read about French people and fashion. In general, the French purchase a few items of high quality clothing and use accessories to personalize the look and keep up with fashion trends. Students will apply their knowledge of the thematic vocabulary to interpret information from videos on sales and open-air markets. Students will participate in guided conversation. For example, they will ask and answer questions about colors, sizes, and prices to simulate a discussion in a store and connect to an everyday experience. In order to describe a clothing item we will talk about the color, the fabric or material and the design. They will reproduce particular grammatical patterns when</p> |

language.

7.1.C.1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.

7.1.C.2. Use language creatively in writing to respond to a variety of oral and visual prompts.

7.1.C.3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.

7.1.C.4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture and their own.

7.2.A.1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

7.2.A.3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

7.2.B.2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture(s).

identifying the characteristics of clothing items. For example while asking for a specific color students will reinforce their knowledge of gender and number agreement, and placement of adjectives. Students will be able to shop in a French department store and ask for a specific size and fit. Students will participate in activities simulating shopping and will use comparative and superlative structures to compare clothing items and accessories. For example: this gold ring is more expensive than this one. Students will learn about “Les soldes” (items on sale) compare prices and make choices. Students will watch authentic video selections “at the market” to compare/contrast cultural information with their own community. Additionally, a cultural comparison will include a linguistic element: how to compare prices. Students will use comparative and superlative expressions (it is more, less expensive than...).

Sample Assessments:

Formative: Multiple choice quizzes on vocabulary and grammar using quizlet.com to review and practice. Class discussions on information from reading and listening exercises. For example students will collaborate, reflect, and share opinions about French fashion and shopping preferences : Why do French people enjoy shopping in an open-air market? Questions on videos will assess students’ listening skills and recognition of essential thematic vocabulary words. For example: the site “Luxe: Les recettes françaises” <http://enseigner.tv5monde.com/fle/luxe-les-recettes-françaises> provides a video and a worksheet with diverse exercises from simple recognition to interpretation and cultural comparison.

Summative: A Unit test will assess students’ mastery of vocabulary of clothing and fashion with grammar questions on adjectives, numbers, interrogative and demonstrative

adjectives and pronouns, and comparative and superlative structures.

Instructional Strategies:

Interpersonal: Students will discuss how they shop, what their preferences are, and if they pay attention to fashion and famous brand names. Students will present a conversation “At the store” (What does one say when buying a clothing item in a store?).

Interpretive: Students will read and analyze the printed results of a survey about sales “Les soldes”. The survey has several charts that students will interpret to determine if French people shop more or less during the sales weeks or if they are not influenced. Numbers include percentages and amounts in Euros. Students will use their knowledge of comparative and superlative structures to explain the poll results. RTL “Les soldes pour les jeunes” (07/01/2013) <http://www.rtl.fr/actu/60-des-hommes-font-les-soldes-7756659332>

Presentational: The prepared conversation “At the store” is presented to the class.

Interdisciplinary Connections:

- Family and Consumer Sciences: spending, consumer choices.

Technology Integration:

Students practice memorization of vocabulary with quizlet.com/. This unit includes several videos from the French internet.

Global Perspectives:

Students will be able to compare/contrast their shopping choices with their French counterparts. For example, the poll results and charts used in this unit present what shopping choices French people make during the 2 annual sales seasons.

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| | <p><u>Culturally Responsive Teaching:</u> Students will discuss the economic benefits of having government controlled sales in France. Does the American government control sales in stores? Why? Why not?</p> |
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Texts and Resources:

- ☐ Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013.
- ☐ Valette, J-P. Valette, R. M. Discovering French, Nouveau!-Blanc. Workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- ☐ Enseigner le français avec TV5 Monde. “Luxe: Les recettes françaises”.
<http://enseigner.tv5monde.com/file/luxe-les-recettes-françaises>
- ☐ L’indépendant. “Les Français et la mode” (25/02/2017).
<https://www.lindependant.fr/2017/sondage-video-les-francais-et-la-mode.2292970php>
- ☐ RTL “Les soldes pour les jeunes” (07/01/2013)
<http://www.rtl.fr/actu/60-des-hommes-font-les-soldes-7756659332>
- ☐ La quotidienne “D’où viennent les vêtements vendus sur le marché” (11/03/2016)
https://www.youtube.com/watch?v=wo5VbxFM_YE

Big Ideas: *Course Objectives / Content Statement(s)*

L’AFRIQUE FRANCOPHONE

Unit 6: Theme: Contemporary life (Travel)

Theme: Beauty and Aesthetics (Contributions to World Artistic Heritage, Visual Arts, Literature).

Theme: Families and Communities (Customs and Ceremonies)

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| <p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> ● How many countries would you guess there are in Africa that use French? ● Why do some African countries have French as their official language? ● How can history help me understand that many African countries were French colonies? ● What are some specific facts about 10 francophone African countries that will help me understand their importance | <p>Enduring Understandings <i>What will students understand about the big ideas?</i> Students will understand that...</p> <ul style="list-style-type: none"> ● the community of francophones has formed a formal organization known as “La francophonie” that features cultures from every continent with the fastest growing number of French speakers in Africa. ● today, French is a recognized official language in some 29 countries around the world that are some of the most populated; including France, Canada, the Democratic Republic of the Congo, |
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| <p>for France and in the world?</p> <ul style="list-style-type: none"> ● How will I use the future tense to describe what African countries I will visit and what I will buy in each one? ● What is the cultural importance of a griot ? ● What do African women wear? ● Where can I see African masks? ● What do fables from Niger teach us? | <p>Cameroon, Belgium and Switzerland. Indeed, most of those 29 countries are members of ‘la francophonie’.</p> <ul style="list-style-type: none"> ● the French language doesn’t just open doors to the French culture (from France) but to cultures all over the world. ● African countries like Senegal and the Ivory Coast have strong ties with France. ● French speaking African countries have a rich cultural heritage with a strong influence in France. Students will discover aspects of this cultural heritage and how it is valued and preserved today. For example African masks are displayed in the Musée du Quai Branly in Paris. ● to talk about a future trip to Africa one needs 2 new verb tenses: the future tense and the conditional tense. |
| <p>Areas of Focus: Proficiencies (Cumulative Progress Indicators) Students will:</p> <p>7.1.A.3. Discuss people, places, objects, and daily activities based on oral or written descriptions. Grade level appropriate social studies topics (e.g., famous historical and contemporary personalities from the target culture: regions, cities, historical and cultural sites in the target country; events from U.S. history and target culture history from a specific era).</p> <hr/> <p>7.1.A.4. Comprehend conversations and written information on a variety of topics. Academic and social interests. Current or past issues and events at home or in the target country.</p> <hr/> <p>7.1.A.6. Identify the main idea and theme, and describe the main characters and settings in readings from age-appropriate, culturally</p> | <p>Examples, Outcomes, Assessments <i>(see note below about the content of this section)</i></p> <p>Instructional Focus: The vocabulary used in this unit is extensive and covers a number of different areas. For example, students will learn the names of 10 African countries with cultural and economical information. They will recognize the geographical location of each country and identify aspects of culture presented in photographs and videos. For example, Dakar is a capital of Senegal where Leopold Sedar Senghor was born... Students will analyze the changing economic environment in these 10 countries, for example: the Ivory Coast is the 1st world exporter of cocoa beans. Students will also explain how cultural beliefs in the target culture are reflected in its daily life. For example “le griot” (the poet/medicine man of a village) still has a role in the modern society and his oral transmission of tales and fables is valued by everyone in</p> |

authentic selections.

7.1.A.7. Compare and contrast unique linguistic elements in English and in the target language.

7.1.C.1. Present student-created and/or authentic short plays, skits, poems, songs, stories or reports.

7.1.C.2. Use language creatively in writing to respond to a variety of oral and visual prompts.

7.1.C.3. Engage in a variety of oral and written tasks using age-appropriate culturally authentic selections.

7.1.C.4. Describe orally, in writing, or through simulation, similarities and differences among products and practices found in the target culture and their own.

7.2.A.1. Explain how the attitudes and beliefs (perspectives) of the target culture(s) are reflected in cultural practices.

7.2.A.3. Show the relationship between the cultural characteristics found in films or videos to the cultural perspectives of the target culture(s).

7.2.B.2. Discuss various elements of age-appropriate, culturally authentic selections and identify how they reflect certain aspects of the target culture(s).

Africa.

Students will compare and contrast how important “le pagne wax” is for African women who are very attached to their traditional dress. Is this African cloth popular in the United States?

Students will examine African masks and infer why people produce them and in what ceremonial events they are used. Additionally, masks have become a “commodity” sold in antique stores and are on display in famous museums.

All the vocabulary necessary to understand and talk about these diverse topics will be studied in context with authentic readings and videos.

Through mastery of the new vocabulary, students will be able to describe orally and in writing the similarities and differences among products and practices found in western African cultures and compare them with their own.

The purpose of leaning information about the target cultures is to apply this knowledge in “real life” situations. For example, students will produce a 2 minute oral presentation about their future trip to Africa.

They will use the future tense and the conditional tense to explain what they will buy and where these purchases will be made.

Sample Assessments:

Formative: Multiple choice quizzes on vocabulary and grammar. True or false questions are also very useful to check for understanding while not demanding overwhelming memorization of cultural facts. Listening exercises with authentic videos about African countries. Reading exercises with comprehension and reflexion questions are designed to help students master the vocabulary in context. For example, students will read about the role of the “griot” in the African tradition. They will also read 3 African fables from Niger and find cultural messages and morals. They will analyze the value of the

morals and determine if they correspond to moral teachings in their own cultures.

Summative: There are 2 summative assessments for this unit. The first one is a 2 minute oral presentation (recorded) for which, the students will need to review cultural facts about the African countries studied in class and the future/conditional tenses. This assignment will be graded in fonction of students' ability to formulate sentences with the new verb tenses and explain in which country they will go, what they will see and what kind of gift they will purchase/bring back for their family. For example: I will go to Yamoussoukro, the capital of Côte d'Ivoire and at the market, I will buy a pagne wax that has the motif "feuille de gombo"... If I have enough money I will also buy a mask....

The other summative assessment will be an essay on Africa. Do you believe that reading African fables is still important today?

Instructional Strategies:

Interpersonal: Students will discuss the particularity of each African country presented in class and compare/contrast cultural products and beliefs with those in their community.

Interpretive: Students will watch several videos about some particular themes within the context: about the "pagnes" and the names of the patterns:

<https://www.youtube.com/watch?v=q6J6xxUr5Hs>. This video will explain how the "pagne" has become a fashionable item for French women:

<https://www.youtube.com/watch?v=tqD16-qc1Sc&t=15s>. About the production of cocoa beans in Côte d'Ivoire:

<https://www.youtube.com/watch?v=8thNJBCoLek&t=4s>. Meanings of difficult words and expressions should be provided to ease understanding and make it fun for students to

discuss this fashion from Africa. Would you like to wear a dress or a shirt made out of African wax prints?

Presentational: A persuasive written composition will require that students present their opinion and support their position with evidence taken from the 3 fables read in class. For a recorded 2 min presentational speaking students will use arguments from authentic materials presented in class and conclude with a cultural comparison with their own community. It is essential that students understand that a cultural comparison is not an opinion or a stereotype commonly accepted. A valuable cultural comparison must include authentic information as evidence. For example: The African women I saw in a video about Côte d'Ivoire enjoy wearing different patterns of "pagne" whereas in my community it is not a fashionable item.

Interdisciplinary Connections:

- Social studies: history of France and its colonies. How most African colonies of France became independent in 1960, the only one to remain a colony until 1962 is Algeria.

Technology Integration:

Students will use their chromebook to watch videos posted on Edmodo. They will record their presentational speaking with clipchamp.com and upload the saved recording on Edmodo.

Global Perspectives:

Students will understand the importance of the French language in francophone countries. In Africa, French is a tool used for communications, commerce, and education.

Culturally Responsive Teaching:

Students' cultural knowledge from home is

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| | always valued. In this unit students are encouraged to talk about their family's origins, culture, and experiences. |
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Texts and Resources:

- ❑ Valette, J-P. Valette, R. M. Discovering French 2 Blanc. Houghton Mifflin Harcourt Publishing Company, 2013.
- ❑ Valette, J-P. Valette, R. M. Discovering French, Nouveau!-Blanc. Workbook. Houghton Mifflin Harcourt Publishing Company, 2013.
- ❑ Valette, J-P. Valette, R. M. Discovering French 2 Blanc. "Lecture pour tous" (3 contes du Niger)
- ❑ Mballo, Baba. Oeil d'Afrique "Sénégal: Sur 13 millions d'habitants, 29% parlent le français" (07 nov, 2014).
- ❑ Le pagne africain: petit nom, gros succès et grandes ambitions.
<https://www.youtube.com/watch?v=q6J6xxUr5Hs> (28 sept, 2016).
- ❑ Le Wax, de la rue au podium <https://www.youtube.com/watch?v=tqD16-qc1Sc&t=15s> (26 sept, 2017).
- ❑ Côte d'Ivoire : production de cacao en baisse en 2016
<https://www.youtube.com/watch?v=8thNJBcoLek&t=4s> (11 avril 2016)
- ❑ Masques africains de Côte d'Ivoire
https://www.youtube.com/watch?v=MIZHj_Du_1U&t=10s (25 avril 2015)

NOTE re: Examples, Outcomes and Assessments

The following skills and themes should be reflected in the design of units and lessons for this course or content area.

21st Century Skills:

Creativity and Innovation - Brainstorming is a technique used daily when previously presented information is being reviewed. For example: what do you remember about the passé composé? How does a verb change in the past tense? Before new information is introduced, students will brainstorm with their peers in groups. Each unit fosters discussions and invites students to examine unit information before composing an opinion and making a statement. For example: What kind of traditional instruments do American singers use? Are they the same instruments an African singer would use? Students will answer such questions using verbs in present and past tenses.

Critical Thinking and Problem Solving - Students are encouraged to work collaboratively to examine information before they formulate an answer. They use higher order thinking skills to construct meaningful conclusions, incorporating information read in class or watched on videos. Their final conclusion should be based on facts and not hypotheses or stereotypes.

Communication and Collaboration - Students articulate thoughts and ideas effectively using oral and/or written communication. They work collaboratively and respectfully with partners and / or team members. All units rely heavily on this daily collaboration when answering thought provoking questions, when presenting the results of a research, and when preparing an analysis of the target culture and its

influence on the global community. In unit 1 students will determine the influence that musicians from North Africa and Western Africa have on French musicians.

Information Literacy - Students are presented with a large variety of authentic material (print and audio). Different sources may present different opinions about entertainers. Recognizing the source of an information will help students evaluate its accuracy. Additionally, students in French 3 must begin to incorporate print and audio sources in their presentational speaking and writing. For example, students will practice speaking and writing about several musicians from Africa and must incorporate accurate information in their final products.

Media Literacy - Students will gain understanding of a variety of topics based on culture and traditions from France and from the French speaking world. For example in Unit 1 students will listen to musicians with origins in Spain, Algeria, Senegal, and Cameroon who sing in various languages. Similarly they will watch video clips with French actors and understand that their mastery of English enables them to make movies in the United States. Several examples of French entertainers will be provided such as: DJ David Guetta and Daft Punk who are French. Marion Cotillard received a Golden Globe award (best actress) for her role as Edith Piaf in “La Môme”. In Unit 6, students will watch a video and read an article about fashion in Sénégal and Côte d’Ivoire, this will enable students to compose a cultural comparison with fashion in the United States, based on 2 different sources.

Life and Career Skills - Students will examine different careers in unit 1 when they learn about famous French speaking entertainers. In unit 2 some famous French sportsmen and women will be presented. Students will discuss the benefits and drawbacks of being a star athlete and career skills and demands will be identified.

21st Century Themes (as applies to content area) Financial, Economic, Business, an Entrepreneurial Literacy - Financial, Economic, Business, and Entrepreneurial Literacy will be included when talking about clothing. Students will watch a video about a French market where clothing items are cheaper than in stores. They will use numbers to compare prices and comparative/superlative phrases to talk about quality (Unit 3). Students will learn to differentiate French houses by style and construction material. Discussions will involve the economic reasons for construction choices. For example, tiles floors help keep houses cool since most French houses are not air conditioned. Similarly, shutters do close in France to protect against weather conditions (Unit 4).

Health Literacy - is addressed in Unit 2 while talking about sports (why is sport good for you?). Students will learn about the health benefits of sport and a good dietary plan. Students will learn about a French government initiative “Le sport ça me dit” that was developed to engage children in a sportive activity and they will compare/contrast this program with Michelle Obama’s program. Various articles from Le Figaro and 1 jour 1 actu will be used as well as videos about Zinedine Zidane, tennis, and the Tour de France. Health literacy is also a topic in Unit 3 when students will describe their daily routine, including vocabulary of hygiene, and health issues with most common illnesses.

S.T.E.A.M. (Science, Technology, Engineering, Arts, Mathematics). The integration of art is present in Unit 1 when students will learn about entertainers and movies. Art is included in Unit 4 while learning about French houses and architecture. Unit 6 will present 3 forms of African art with masks, clothing (the different patterns of “Le pagne wax” and their meanings), and literature (African fables and folktales).