



# West Windsor-Plainsboro Regional School District

## French 3

## Unit 1 – The Individual in Society

**Content Area:**World Language

**Course & Grade Level:** French 3, 9-12

### Summary and Rationale

As a teen in today’s world I am developing my identity. How does diverse society help shape my identity and impact my life? How does a multicultural society influence the way I treat and influence others?

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

#### **Standard: Standards for Interpretive Mode of Communication**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.

#### **Standard: Interpersonal Mode of Communication**

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently when asking and answering formulaic and original questions related to everyday life. They handle simple, uncomplicated communicative tasks that occur in everyday life situations. Intermediate Low learners express personal ideas and information by combining and recombining what they know into short, discrete sentences. Their speech is often hesitant while they search for vocabulary. They express themselves best when talking about personally relevant and familiar topics, such as family, home, school, and friends.

CPI #	Cumulative Progress Indicator (CPI)
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
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7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
<b>Standard: Presentational Mode of Communication</b>	
Intermediate Low learners understand and communicate at the sentence level and can use simple sentences independently to express needs, preferences, opinions and suggestions and state reasons for those opinions and suggestions. They can create with the target language by combining and recombining learned language, which allows them to express personal ideas.	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.IL.PRSNT.4	Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.EC.3	Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience
<b>Interdisciplinary Standards (Social Studies)</b>	
<b>Standard: History, Culture and Perspectives: Understanding Perspectives</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspectives to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• A diverse society impacts the individual and vice versa</li> <li>• Stereotypes, whether they are based on truths or not, do not necessarily characterize the complex nature of me, as an individual, or others.</li> <li>• People's choices and actions will contribute to how others perceive them.</li> </ul>	

- There are many prejudices that influence people's decisions.

### Unit Essential Questions

- Why and how do stereotypes emerge?
- What are the most common stereotypes?
- How does today's world provide more opportunities and/or challenges for youth?
- How do stereotypes influence my life and the choices I make?
- How does a diverse society impact the individual and vice versa?

### Objectives

#### Students will know:

- present tense to talk about stereotypes
- verbs such as "*se moquer de, blesser, accuser, se disputer, se sentir, croire, penser, traiter, dire, s'entendre, expliquer, exprimer, se battre, appartenir à* »
- expressions with « faire, avoir, être » --- such as faire peur, avoir peur, être and feelings and emotions, avoir besoin de, avoir envie de, avoir raison, avoir tort, être d'accord, faire attention, faire des projets, faire confiance
- reflexive verbs to express emotions such as s'embêter, s'amuser, s'ennuyer, se mettre en colère, s'inquiéter
- vocabulary such as « des préjugés, un pays, la discrimination, bilingue, trilingue »
- adjectives to describe themselves and others such as "*passionnant, effrayant, ennuyeux, dangereux, relaxant, poli, impoli, cruel, égoïste, compréhensif, tolérant, patient, respectueux, attentif, fort, faible, utile* etc »
- negative structures : « ne...pas, ne...rien, ne... personne, ne ..... jamais» to describe personal experiences in dealing with others
- questions using basic questions patterns and inversion

#### Students will be able to:

- Ask questions using basic questions patterns and inversion related to the theme of the individual in society
- Express opinions, feelings and preferences
- Decipher authentic realia
- Engage in conversations
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Make descriptions
- Give advice

### Evidence of Learning

#### Assessment

Common Assessment

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

### Resources

#### Core Resources:

- *Rabbi Jacob* – movie

#### Suggested Resources:

- Technology (Internet resources, CD Roms, videos, audio CDs, etc.)
- Authentic realia
- New Jersey student learning standards - World Languages
- TV5 monde
- Un jour une question - videos
- *Exercices de grammaire en contexte – niveau débutant* (Hachette)
- Articles and videos about young activists

- Articles and videos science and art

## Unit 2 - Leaders and Heroes

**Content Area: World Language**

**Course & Grade Level: French 3, 9-12**

### Summary and Rationale

As a teen in today's world I am developing my identity. How do leaders and heroes shape my identity and impact my life? How do leaders and heroes inspire me?

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

#### Standard: Standards for Interpretive Mode of Communication

**Intermediate Low** learners understand and communicate at the sentence level and can use simple sentences independently to identify the main idea and some supporting details when reading culturally authentic materials. They can understand the gist and some supporting details of conversations and media dealing with everyday life as well as infer the meaning of some unfamiliar words when used in familiar contexts.

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**Interdisciplinary Standards (Social Studies)**

**Standard: History, Culture and Perspectives: Understanding Perspectives**

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**Instructional Focus**

**Unit Enduring Understandings**

- There are certain characteristics that heroes, leaders, and idols share
- Diverse cultures define heroes in different ways
- There are certain notable figures that have made significant contributions to society
- Significant legends, such as Kirikou, are timeless and still have an impact on modern society/ our perceptions of heroic people

**Unit Essential Questions**

- How do we define heroes?
- What qualities and acts make a person heroic and why do we need heroes in our society?

- How are heroes in different cultures similar?
- How have heroes of legends and literary works impacted our modern society?
- How and why has the concept of a hero remained an important part of cultural expression?

### Objectives

#### Students will know:

- advice using the expressions Il faut ....., Il est important de..., il est nécessaire de...
- verbs such as vouloir, devoir, pouvoir to express desire and obligation
- verbs such as “lutter pour, défendre, se disputer, se battre, sauver, mourir, punir, combattre” in the present tense to describe what heroes and leaders do
- the passé composé and imparfait to describe the lives of heroes and leaders of the World
- the passé composé and imparfait to describe myths and literary works involving heroes and leaders

#### Students will be able to:

- Ask questions using basic questions patterns and inversion
- Express opinions, feelings and preferences
- Decipher authentic realia
- Engage in conversations
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
- Make descriptions
- Give advice

### Evidence of Learning

### Assessment

Common Assessment 4.2 – Presentational Writing Task

### Resources

#### Core Resources:

- *Kirikou*

#### Suggested Resources:

- Technology (Internet resources, CD Roms, videos, audio CDs, etc.)
- Authentic realia
- New Jersey student learning standards - World Language
- TV5 monde
- Un jour une question - videos
- *Exercices de grammaire en contexte – niveau débutant (Hachette)*
- Excerpts from different legends
- Articles and videos about Marie Curie - femmes et les sciences
- Articles and videos about Jeanne d’Arc
- Articles and videos about young activists
- Articles and videos science and art

**Unit 3: Volunteer Work****Content Area: World Language****Course & Grade Level: French 3, 9-12****Summary and Rationale**

As a teen in today's world, and as a responsible citizen, it is important that I act locally and think globally.

**Recommended Pacing**

45 days

**New Jersey Student Learning Standards for World Language****Standard: Standards for Interpretive Mode of Communication**

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<b>Standard: Presentational Mode of Communication</b>	
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7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● There are many opportunities to volunteer in one's community and internationally</li> <li>● Helping others in one's global community contributes to one's personal growth.</li> <li>● Working in and out of school helps build a bridge between school and community</li> <li>● Volunteering in foreign countries contributes to one's personal growth</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can I combine my strengths and the skills to benefit my global community?</li> <li>● How will my participation in community life contribute to my own personal growth?</li> <li>● How can I effectively express myself in an unexpected situation abroad?</li> <li>● What impact will volunteering in another country have on my life?</li> </ul>	
<b>Objectives</b>	
<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● vocabulary related to health such as éternuer, tousser, tomber malade, avoir de la fièvre, etc.</li> <li>● the passé composé and imparfait to narrate their experiences abroad</li> <li>● future tense to describe how they will prepare for their trip abroad</li> <li>● pronouns "Y" and "EN" to express where they go and what they do</li> <li>● possessive and demonstrative adjectives to express possession and indicate/point out people and things they refer to</li> <li>● prepositions with geographical expressions (à, de)</li> </ul> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Describe symptoms and health</li> <li>● Give advice and suggestions</li> <li>● Describe how doing volunteer work can further personal growth</li> <li>● Describe an unexpected situation</li> <li>● Discuss different volunteer opportunities abroad</li> <li>● Plan a trip to do volunteer work abroad</li> <li>● Narrate past experiences</li> </ul>	
<b>Evidence of Learning</b>	
<b>Assessment</b>	
Common Assessment	

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

### Resources

#### Core Resources:

- *Le ballon d'or* – movie

#### Suggested Resources:

- Technology (Internet resources, CD Roms, videos, audio CDs, etc.)
- Authentic realia
- New Jersey student learning standards - World Language
- TV5 monde
- Un jour une question - videos
- *Exercices de grammaire en contexte – niveau débutant* (Hachette)
- *Discovering French Rouge* (Valette and Valette)
- Articles and videos about public and private services and shopping
- Articles and videos about young activists
- Articles and videos science and art

## Unit 4: Who Am I and What Will I Become

**Content Area: World Language**

**Course & Grade Level: French 3, 9-12**

### Summary and Rationale

As a teen in today's world I am developing my identity. How does culture and community shape my identity and impact my life?

### Recommended Pacing

45 days

### New Jersey Student Learning Standards for World Language

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**Standard: Presentational Mode of Communication**

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7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

**Instructional Focus****Unit Enduring Understandings**

- Personal and social values inform one's identity
- The choices one makes reflect one's sensibility and future outlook
- Our society is becoming global and multicultural
- Having a healthy routine in life is important
- Our living arrangements express who we are

**Unit Essential Questions**

- How does one's reality affect personal expression?
- How do the choices one makes reflect one's sensibility and future outlook?
- How does one achieve personal goals?
- How can we live in harmony in a global society?

**Objectives****Students will know:**

- the present tense to talk about their cultural identity
- the future tense to describe their future goals
- the past tense to describe the effects of multicultural society
- adjectives such as "loyal, ambitieux, consciencieux, courageux, creatif, tolerant, respectueux etc" to describe themselves and others
- direct and indirect pronouns (lui/leur, le/la/les) to refer to people and things
- relative pronouns « qui, que » to express connected discourse
- adjectives and adverbs to make comparisons and express preferences --- bien, mal, bon, mauvais
- vocabulary related to household chores

**Students will be able to:**

- Ask questions using basic questions patterns and inversion
- Express opinions, feelings and preferences
- Decipher authentic realia
- Engage in conversations
- Use persuasive language and comparative structures to make arguments and express opinion
- Compare and contrast
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- Give advice

**Evidence of Learning**

## Assessment

Common Assessment

Interpersonal, Interpretative, and Presentational tasks graded using proficiency rubrics and supportive assessments in class to monitor student progress

## Resources

### Core Resources:

- *Les Intouchables* - movie

### Suggested Resources:

- Technology (Internet resources, CD Roms, videos, audio CDs, etc.)
- Authentic realia
- New Jersey student learning standards - World Language
- TV5 monde
- Un jour une question - videos
- *Exercices de grammaire en contexte – niveau débutant* (Hachette)
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- Articles and videos about young activists
- Articles and videos science and art
- Articles and videos about lodging and housing