



BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD
AND STUDENT ACHIEVEMENT IS THE RESULT

Department of World Languages **FRENCH 3 Honors**

Unit 1: La vie saine (*Entre Cultures 2 Unité 5*)

Vocabulary:

- Body parts
- Healthy habits
- Illness
- Foods
- Emotional and social health

Structure:

- Review of present tense
- Commands
- Negatives

Unit 2: Traditions et souvenirs (*Entre Cultures 2 Unité 2*)

Vocabulary:

- Food and meals
- Holidays and traditions

Structure:

- *imparfait*
- Negatives

Unit 3: Le vol des oiseaux

Vocabulary:

- Literary terms
- Cognates and vocabulary as related to the plot of the novel
- Transition and sequencing words

Structure:

- *passé composé*
- Narrating in the past: *passé composé* v. *imparfait*

Unit 4: Voyager autrement (*Entre Cultures 2 Unité 6*)

Vocabulary:

- Traveling abroad and exchange programs
- Airport, train, and metro

- Where to stay when traveling
- Being a responsible traveler
- Paris monuments and sites

Structure:

- Geographical prepositions
- Direct object pronouns
- *futur simple*
- *conditionnel*
- *Si* clauses

Course Pacing:

- Marking Period 1: Unit 1 La vie saine Intermediate-Low
- Marking Period 2: Unit 2 Traditions et souvenirs Intermediate-Low
Unit 3A Le vol des oiseaux
- Marking Period 3: Unit 3B Le vol des oiseaux Intermediate-Low
- Marking Period 4: Unit 4 Voyager autrement Intermediate-Mid

Course Expectations and Skills:

1. Maintain an organized binder.
2. Apply vocabulary and structure to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations (both live and recorded).
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Intermediate Low Proficiency Level according to the 2015 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: *Entre Cultures 2*
 Supplemental Materials: [Google Drive Folder of Resources](#)

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework	30%
Minor Assessments	35%
Major Assessments *Two per marking period	35%

**Course Standards Key:
 New Jersey Student Learning Standards (NJSLS)
 World Languages**

Language Target Level: Intermediate-Low (Units 1-3) and Intermediate-Mid (Unit 4) Level Learner:

- *Intermediate Low / Intermediate Mid*: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Communication Strands:

- 7.1.IL/IM.IPRET. = Interpretive Mode
- 7.1.IL/IM.IPERS. = Interpersonal Mode
- 7.1.IL/IM.PRSNT = Presentational Mode

Intermediate Low

- **Interpretive Mode:**

- 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.

- **Interpersonal Mode:**

- 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.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 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.

- **Presentational Mode:**

- 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.

Intermediate Mid

- **Interpretive Mode:**

- 7.1.IM.IPRET.1: Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
- 7.1.IM.IPRET.2: With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
- 7.1.IM.IPRET.3: React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
- 7.1.IM.IPRET.4: Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
- 7.1.IM.IPRET.5: Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
- 7.1.IM.IPRET.6: Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
- 7.1.IM.IPRET.7: Infer the meaning of some unfamiliar words in some new contexts.
- 7.1.IM.IPRET.8: Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.

- **Interpersonal Mode:**

- 7.1.IM.IPERS.1: Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
- 7.1.IM.IPERS.2: Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
- 7.1.IM.IPERS.3: Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.

- 7.1.IM.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
- 7.1.IM.IPERS.5: Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.
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BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 3 Honors

Unit 1

La Vie Saine

Updated: Summer 2023

[New Jersey Student Learning Standards \(2020\)](#)

[French 3H Syllabus](#)

Unit Summary:

Unit Overview:

This unit is designed to guide students' understanding of both physical and mental health. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about self care and staying healthy. Students will analyze and evaluate informational texts such as infographics, videos and personal stories as they consider real-world connections to other teenagers in french speaking countries throughout the world.

Enduring Understandings:

- It is important to be in touch with your physical and emotional well-being.
- Health practices differ across countries and cultures.
- There are things I can do every day to improve my overall health and well-being.

Essential Questions:

- How do people where I live and in Francophone cultures take care of their physical health?
- How do people address concerns with their health?
- How do people where I live and in Francophone cultures view social and emotional health?

Unit Learning Targets/ Goals/ Outcomes

Performance Indicators / (ACTFL):

- I can understand the main idea and key information in short straightforward informational, fictional texts and conversations.

<p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<ul style="list-style-type: none"> • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language</u></p> <p>I Can...</p> <ul style="list-style-type: none"> • Ask and answer questions about healthy habits • Understand recommendations for maintaining a healthy lifestyle from an infographic • Understand the main idea and some details in a video about healthy habits • Compare the role of pharmacies in Francophone cultures and in my community • Understand people talking about health problems and choose the best advice • Exchange information about what I and others do when we are sick • Ask someone about their symptoms • Give advice about how to feel better to someone who is sick • Understand recommendations on a website about what to do if one is sick • Understand recommendations for maintaining social and emotional health • Talk about different ways to live a healthy lifestyle • Give people advice about what they should/ should not do • Respond to a message from a message board requesting advice
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2020</p> <p>Interpretive: 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4</p> <p>Interpersonal: 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.5</p> <p>Presentational: 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit:</p>	<p>Performance Level: Intermediate Low</p> <p><u>Proficiency Benchmarks</u> (Ohio):</p>

<p><u>ACTFL Proficiency Benchmarks</u></p>	<ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. • In my own and other cultures, I can make comparisons between products and practices to help me understand practices. • I can interact at a functional level in some familiar contexts.
<p><u>Performance Assessments:</u> <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><u>* ACTFL Appendix D</u> <i>template useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource:</u></p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Read documents and listen to audio related to health and complete comprehension guide (*Major) <p>Interpersonal:</p> <ul style="list-style-type: none"> • Ask and answer question about health habits and what you do to stay healthy, give advice on how to stay healthy (*Major / Written or Spoken) <p>Presentational:</p> <ul style="list-style-type: none"> • Write about what you do to stay healthy: Questions Personnelles (*Minor)
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 2 Unité 5</i> p. 218-271)</p> <ul style="list-style-type: none"> • Free Time (review) • Body Parts (review) • Health & Wellness • Doctor's office/ Pharmacy • Social Emotional Health/ Mindfulness <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • Imperative (review) • Negation • Reflexive verbs (review) <ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: imperative/command, subject, verb, negative, reflexive verb, reflexive pronoun, modal verb, infinitive

<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder / Entre Cultures 2 Unit 5 Une Vie Saine Master Pacing Guide / Unit Plan</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Complete Interpretive activities in Entre Cultures 2 Unit 5 • Read an infographic about healthy activities and answer questions • Take a test about what your level of activity is • Listen and answer questions about a video on the flu with EdPuzzle • Complete graphic organizer comparing health practices of French and Americans • Summarize articles on various health topics: sleeping habits, eating well, anxiety/stress • Listen to a video/dialogue and complete info gap activity • thisislanguag.com activities <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • Complete Interpersonal activities in Entre Cultures 2 Unit 5 • In conversations with their teachers and each other, students will ask and answer questions about their daily habits and health • Give advice to a classmate about how to stay healthy • Inside/Outside Circle or Line questioning activities • Find Someone Who activities • Post online about a health problem you are having and write a response to someone else's problem with advice <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Write about the activities you like to do to stay in shape • Complete Presentational activities in Entre Cultures 2 Unit 5 • Describe your daily routine and sleep habits • Record a Flip video about the things you do to stay healthy <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets: conjugating verbs, creating commands, change commands from positive to negative, singular to plural, rewrite sentences in the negative, create sentences from word clouds • Verb Review Games: dice review, Gimkit, Blooket, Quizizz
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> • Black Horse Pike Regional Accommodations and Modifications • Provide students with guided notes • Check frequently for understanding • Post assignments, schedules, directions and reminders • Keep instructions and directions "chunked" • Supply a word bank and vocabulary lists • Simplify project rubrics • Provide a checklist of expectations for self-monitoring

Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA Career & Life Readiness Life Literacies & Key Skills	<ul style="list-style-type: none"> • Technology – Create a video, Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Blooket, Gimkit, Kahoot!, YouTube, AdobeSpark • ELA - RH.9-10.2, RH.9-10.9, WHST.9.10.5, WHST.9-10.10 • Creativity and Innovation - 9.4.12.CI.1 • Career Ready Practices
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BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 3 Honors

Unit 2

Traditions et souvenirs

Updated: Summer 2023

[New Jersey Student Learning Standards \(2020\)](#)

[French 3H Syllabus](#)

Unit Summary:

Unit Overview:

This unit is designed to encourage students to reflect upon their own family and cultural traditions, and compare them to those around the French-speaking world. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about celebrations and holidays, in addition to describing important moments from their past. Students will analyze and evaluate informational texts such as infographics, videos and personal stories as they compare traditions around the world to their own.

Enduring Understandings:

- Traditions are a way for people to connect and feel close to past generations.
- Holidays and special days are recognized and celebrated differently around the world.
- Food is a central component of traditions across cultures and generations.

Essential Questions:

- Why are traditions important?
- How are holidays and special days celebrated differently throughout the world?
- How does food bring people together?

Unit Learning Targets/ Goals/ Outcomes

Performance Indicators / (ACTFL):

- I can understand the main idea and key information in short straightforward informational, fictional texts and conversations.

<p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<ul style="list-style-type: none"> • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language</u></p> <p>I Can...</p> <ul style="list-style-type: none"> • describe foods that I used to eat when I was young • understand someone describing what they used to eat • identify activities that I used to do • ask and answer questions about childhood activities and eating habits • describe different aspects of my childhood • ask questions to find out what someone used to be like and used to do • discuss and compare with others what we were like as children • present information about an important family tradition that used happen when I was young • ask others about their family traditions
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u></p> <p><u>6-12 9-12</u></p>	<p>NJSLS 2020</p> <p>Interpretive: 7.1.IL.IPRET.1, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5</p> <p>Interpersonal: 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5</p> <p>Presentational: 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.3, 7.1.IL.PRSNT.4</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p><u>ACTFL Proficiency Benchmarks</u></p>	<p>Performance Level: Intermediate Low</p> <p><u>Proficiency Benchmarks</u> (Ohio):</p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions.

	<ul style="list-style-type: none"> • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. • In my own and other cultures, I can make comparisons between products and practices to help me understand practices. • I can interact at a functional level in some familiar contexts.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><u>* ACTFL Appendix D</u> <i>template useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read infographics and articles about family meals and traditions and answer questions (*Minor) <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about their childhood, what they were like, what they used to, and family traditions (*Minor) <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Create a presentation describing a childhood tradition of you or someone you know (*Major)
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 2 Unité 5</i> p.58-109)</p> <ul style="list-style-type: none"> • Foods and meals • Holidays and Traditions <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • <i>imparfait</i> • negatives • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: verb, subject, tense, imperfect, stem, verb ending, conjugate, irregular verb, negative, positive, narration
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide</i></p>	<p>Resources Google Drive Folder / Madame R Imparfait Packet / Holidays TpT Packets</p> <p>Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Rencontre interculturelle Entre Cultures 2 p. 58-73: Read about traditions in Belgium and answer questions • Read descriptions of recipes and describe the ingredients EC2 p. 68-9 • Compare Belgian and Congolese traditional dishes EC2 p. 73

<p><i>my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> • Listen to someone describe their eating habits as a kid and answer questions EC2 p. 78-79 <p>Interpersonal:</p> <ul style="list-style-type: none"> • Ask and answer questions about how things used to be during your childhood (physical appearance, likes, dislikes, holiday traditions, etc) • Read a Belgian menu and discuss what you would want to try EC2 p. 71 • Ask and answer questions about an event you went to EC2 p. 95-97 <p>Presentational:</p> <ul style="list-style-type: none"> • Write a short blurb describing yourself when you were a child in the <i>imparfait</i>, class guesses who is being described • Read about origin of French fries, and describe what things were like EC2 p. 76-77 • Write a short description of a picture describing what things used to be like in the picture ex EC2 p. 89, 93 <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets • Read paragraphs about past traditions and find examples of <i>imparfait</i> EC2 p. 75-79, 87-93 • Madame R Imparfait Packet • Verb games: Quizizz, Gimkit, Blooket, Kahoot
<p><u>Instructional Strategies and Resources:</u></p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> • Black Horse Pike Regional Accommodations and Modifications • Provide students with guided notes • Check frequently for understanding • Post assignments, schedules, directions and reminders • Keep instructions and directions “chunked” • Supply a word bank and vocabulary lists • Simplify project rubrics • Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA Career & Life Readiness Life Literacies & Key Skills</p>	<ul style="list-style-type: none"> • Technology – Create a video, Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Blooket, Gimkit, Kahoot!, YouTube, AdobeSpark • ELA - RH.11-12.2, RH.11-12.6, WHST.11-12.10 • Creativity and Innovation - 9.4.12.Cl.1 • Career Ready Practices

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 3 Honors

Unit 3

Le vol des oiseaux

Updated: Summer 2023

[New Jersey Student Learning Standards \(2020\)](#)

[French 3H Syllabus](#)

Unit Summary:

[Unit Overview:](#)

In this unit, students will read "Le vol des oiseaux" by Kristy Placido. Throughout the unit, students will enhance their interpretive reading skills, acquire new vocabulary and gain insights into French and Francophone culture in Cameroon. The unit will also focus on grammar concepts, such as the passé composé and imperfect, enabling students to sharpen their language proficiency and narrate stories in the past.

Enduring Understandings:

- French colonialism had a profound impact on people and cultures around the world.
- Mastery of past tense usage empowers learners to comprehend and express ideas more effectively in French, contributing to overall language proficiency.
- When reading a novel in French, the goal is understanding the main idea and some supporting details, not word for word translation.

Essential Questions:

- How are indigenous societies impacted and influenced by the culture of colonizers?
- How does understanding and use of the past tense enhance a learner's ability to comprehend and communicate in French?
- What are some strategies I can use to read and understand a novel in French?

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators / (ACTFL):</u></p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p>I Can...</p> <ul style="list-style-type: none"> • Talk about things that happened in the past • Ask and answer questions about things that happened in the past • Understand the main message and supporting details of a written French text • Compare and contrast the personalities and motivations of characters in a novel • Summarize a chapter of a French novel (in French) • Narrate in the past tense • Interpret and infer meaning from text and audio about Cameroon
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2020</p> <p>Interpretive: 7.1.IL.IPRET.1, 7.1.IL.IPRET.3, 7.1.IL.IPRET.4, 7.1.IL.IPRET.5, 7.1.IL.IPRET.6</p> <p>Interpersonal: 7.1.IL.IPERS.1, 7.1.IL.IPERS.2, 7.1.IL.IPERS.5</p> <p>Presentational: 7.1.IL.PRSNT.3</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p><u>ACTFL Proficiency Benchmarks</u></p>	<p>Performance Level: Intermediate Low</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language.

	<ul style="list-style-type: none"> • In my own and other cultures, I can make comparisons between products and practices to help me understand practices. • I can interact at a functional level in some familiar contexts.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><u>* ACTFL Appendix D</u> <i>template useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read short articles and listen to audio describing the history, culture, and everyday life of Cameroon (*Major MP2) <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about their preferences of characters in the novel, retell their favorite and least favorite parts of the novel, and agree or disagree with their peers (*Major MP3) <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Write short answers to questions regarding the plot of the story using past tenses (*Minor)
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2):</p> <ul style="list-style-type: none"> • literary terms • transition and sequencing words • vocabulary and cognates as related to each chapter <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • <i>passé composé</i> • <i>imparfait</i> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, subject pronoun, verb, past participle, helping/auxiliary verb, negation, imperfect tense, narration
<p><u>Formative Practice and Assessments:</u></p>	<p>Resources Google Drive Folder / Wayside Teacher's Guide / PC v. Imparfait Madame R Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Read Rencontre interculturelle: Le Cameroun <i>Entre Cultures</i> 2 p. 274-27

<p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> • Read text and answer comprehension questions • Warm-up questions: Who is being described?, True/False, put the events in chronological order • Discuss consequences of characters' actions w/ evidence from text • Read and discuss short texts about historically significant places and people • Various activities based on the Comprehensible Input Method of language acquisition <p>Interpersonal:</p> <ul style="list-style-type: none"> • Simulated conversations in pairs and groups about preferences related to chapter themes, your favorite and least favorite characters, what you think is going to happen (Pre-reading questions in Teacher's Guide) • Ask and answer questions about what happened in the past using both past tenses <p>Presentational:</p> <ul style="list-style-type: none"> • Comparison chart/ Venn diagram of main characters • Answer questions about what happened in the novel using both past tenses • Write journal entries describing your day/weekend using past tenses <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets conjugating verbs • Describe the scene using imperfect tense • Verb conjugation games: dice game, Gimkit, Blooket • Madame R Imparfait v. Passé Composé Packet • Read text and pick out examples of <i>passé composé</i> and <i>imparfait</i> and decide why each tense was used
<p>Instructional Strategies and Resources:</p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> • Black Horse Pike Regional Accommodations and Modifications • Provide students with guided notes • Check frequently for understanding • Post assignments, schedules, directions and reminders • Keep instructions and directions "chunked" • Supply a word bank and vocabulary lists • Simplify project rubrics • Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA</p>	<ul style="list-style-type: none"> • Geography - French speaking countries in Africa • History - slave trade and colonisation in Africa • Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Kahoot!, YouTube, AdobeSpark, Blooket, Gimkit • ELA - RH.11-12.1, RH.11-12.3, WHST.11-12.4 • Creativity and Innovation - 9.4.12.CI.1 • Career Ready Practices

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 3 Honors

Unit 4

Voyager autrement

Updated: Summer 2023

[New Jersey Student Learning Standards \(2020\)](#)

[French 3H Syllabus](#)

Unit Summary:

[Unit Overview:](#)

This unit is designed to guide students' understanding of the value of international travel. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about the physical and cultural diversity of the Francophone world, and reflect on attitudes towards travel. Students will analyze and evaluate informational texts such as infographics, videos and personal stories related to global travel as they consider real-world connections to their own travel experiences and hopes for the future.

Enduring Understandings:

- Being a respectful traveler can assist us in understanding different cultures and history of these areas.
- Traveling throughout the world requires a level of respect and appreciation for the culture and people of the places you visit.
- Travel can be a life changing experience.

[Essential Questions:](#)

- What do I need to know to explore another country or culture?
- What is the difference between a tourist and a traveler?
- How do travel experiences shape our intercultural understanding and respect for the communities we visit?

[Unit Learning Targets/ Goals/ Outcomes](#)

[Performance Indicators](#) / ([ACTFL](#)):

<p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i> <u>Can-Do Statements</u></p>	<ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language</u></p> <p>I Can...</p> <ul style="list-style-type: none"> • describe a trip in detail, including where, when, weather, clothing needed and means of transportation • understand the main ideas and some details in an informational video, article, or blog about a travel destination • exchange information with others about what I will do on a vacation • describe where I will go and what I will do • describe how to prepare for an international trip • ask and answer questions about how to prepare for international travel • understand when someone describes their preparations for an international trip • understand guidelines for responsible travel • ask and answer questions about travel plans • compare and contrast options for where to stay when traveling internationally • identify and describe major monuments and sites in Paris • compare and contrast my travel habits with my classmates • discuss hypothetical situations and what I would do
<p>Standards and Competencies: <u>New Jersey Student Learning Standards</u> Grade levels: <u>K–12</u> <u>6–12</u> <u>9–12</u></p>	<p>NJSLS 2020</p> <p>Interpretive: 7.1.IM.IPRET.1, 7.1.IM.IPRET.5, 7.1.IM.IPRET.6, 7.1.IM.IPRET.7, 7.1.IM.IPRET.8</p> <p>Interpersonal: 7.1.IM.IPERS.1, 7.1.IM.IPERS.2, 7.1.IM.IPERS.3, 7.1.IM.IPERS.5</p> <p>Presentational: 7.1.IM.PRSNT.2, 7.1.IM.PRSNT.3, 7.1.IM.PRSNT.6</p>

<p>Proficiency Level of Tasks in This Unit:</p> <p><u>ACTFL Proficiency Benchmarks</u></p>	<p>Performance Level: Intermediate Mid</p> <p><u>Proficiency Benchmarks</u> (Ohio):</p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. • In my own and other cultures, I can make comparisons between products and practices to help me understand practices. • I can interact at a functional level in some familiar contexts.
<p><u>Performance Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><u>* ACTFL Appendix D</u> <i>template useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read infographics and articles about Paris (*Minor) <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about what they will do in the future (*Major) <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Create and present a hypothetical trip to Paris, describing what you would do if you went to Paris (*Major)
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 2 Unité 5</i> p. 278-325)</p> <ul style="list-style-type: none"> • Traveling abroad and exchange programs • Airport, train, and metro • Where to stay when traveling • How to be a responsible traveler • Paris monuments and sites <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • Geographical prepositions • Direct object pronouns • <i>futur simple</i> • <i>conditionnel</i> • <i>Si</i> clauses

	<ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: preposition, direct object pronoun, subject pronoun, infinitive, stem, irregular verb, verb ending, future tense, conditional mood, clause
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder / Madame R Futur #1 / Madame R Futur #2 / Madame R Conditionnel/Futur Bundle / Conditionnel Writing Prompts</p> <p>Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Listen to people talk about their vacation and decide where they went and when EC2 p. 279 • Compare climate and geography of different Francophone destinations EC2 p. 282 • Read short passages about getting ready for a trip and answer questions EC2 p. 293-4 • Compare different types of lodging possibilities when traveling EC2 p. 305 • Watch Paris 1 Jour 1 Actu Videos and answer questions • Read sections of <i>Paris je t'aime</i> • Reading about metro in Paris, discuss how to take the metro, benefits and disadvantages • Read articles about monuments of Paris, watch Rick Steves video • <i>Entre Cultures 2 Unité 4</i> - pages 166-211 - Paris culture • Listen to song <i>Mourir Demain</i> and identify use of conditional, analyze lyrics <p>Interpersonal:</p> <ul style="list-style-type: none"> • Simulated conversations with partners and small groups about future weekend or vacation plans • Interview a partner about where they would travel, what they would pack, where they would stay • Ask partner about their travel preferences • Discuss what you would pack for different trips, ask partner what they have packed • Ask partner about what activities they would prefer on an international trip <p>Presentational:</p> <ul style="list-style-type: none"> • Research a monument or site in Paris and present important information to the class • Create and explain a route from one site in Paris to another using the metro map • Write a paragraph about what you would do if you went to Paris • Write about what you will or would do if you won the lottery <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets: conjugate and translate verbs, finish <i>si</i> clause • Games to practice: Quizizz, Gimkit, Blooket, Kahoot, Boom cards • En Haut En Bas future or conditional game

<p>Instructional Strategies</p> <p>and Resources:</p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> • Black Horse Pike Regional Accommodations and Modifications • Provide students with guided notes • Check frequently for understanding • Post assignments, schedules, directions and reminders • Keep instructions and directions “chunked” • Supply a word bank and vocabulary lists • Simplify project rubrics • Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections:</p> <p>2020 NJSLs-CLKS</p> <p>NJSLs-ELA</p> <p>Career & Life Readiness</p> <p>Life Literacies & Key Skills</p>	<ul style="list-style-type: none"> • Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Blooket, Gimkit, Kahoot!, YouTube, AdobeSpark, Blooket, Gimkit • ELA - RH.11-12.7, WHST.11-12.2.B,C, WHST.11-12.4 • Creativity and Innovation -9.4.23.CI.3 • Career Ready Practices