

NEW MILFORD PUBLIC SCHOOLS
New Milford, Connecticut



French III Honors

November 2020

New Milford Board of Education

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Authors of Course Guide

Araceli Acosta, Sasha Cordero, Agnes Quaintance and Jessica Ward

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

REVISION

French 3 Honors Grades 9-12

The French 3 Honors course is aligned with the National Standards in Foreign Language Education (NCSSFL), American Council on the Teaching of Foreign Languages (ACTFL), World-Readiness Standards for Learning Languages (The 5 Cs), Common Core State Standards (CCSS), and the AP Language and Culture Themes. Emphasis is placed on the three modes of communication: Interpretive (listening/viewing and reading), Interpersonal (listening/speaking and reading/writing) and Presentational (speaking and writing), and on the development of Intercultural Communicative Competence, which is based on the relationship between product, practice, and perspective. Classes are conducted mostly in French (90% of time). Vocabulary development, language functions, related grammatical structures, and the exploration of culture are maintained through reading, writing, speaking, and listening tasks and activities throughout the course.

This course follows successful completion of French II Honors and teacher recommendation. As Intermediate Low/Mid Proficiency Level students, they begin to create with language, access a variety of short non-complex authentic texts, and focus on narrating in both present and past frames. The vertical alignment of this course with the AP Themes, allows learners to increase their proficiency level as established by the NCSSFL-ACTFL Proficiency Benchmarks. Additionally, it deepens students' language and cultural knowledge through authentic materials and real world applications, helping students to learn, practice, and apply their developing skills in spontaneous interactions and in non-rehearsed contexts.

Students who are considering the Advanced Placement Program will take AP French Language and Culture following this course. While the basic goals and content of the course are similar to those of French 3 College Prep, the materials used and expectations are more demanding in all modes of communication areas. Students will analyze more texts, practice critical thinking, and learn specific skills required to be able to perform tasks that are part of AP program.

Pacing Guide

Approximate Time Frame	Unit
4-5 weeks	Unit 1: Family and Communities: Childhood and Adolescence
4-5 weeks	Unit 2: Personal and Public Identity: Fashion and Media
4-5 weeks	Unit 3: Science and Technology: Technologies of the Future
4-5 weeks	Unit 4: Contemporary Life: City and Country Life
4-5 weeks	Unit 5: Beauty and Aesthetics: Architecture
4-5 weeks	Unit 6: Global Challenges: Environmental Issues

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners,</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>reflect on their life and use the target language to enrich and advance their own wellbeing and that of others.</p> <p>interact, negotiate meaning and share their reactions, feelings and opinions.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>children and adolescence have rights as outlined by the UN Convention on the Rights of the Child.</p> <p>adolescents in France and the U.S. face similar challenges</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What makes a good childhood?</p> <p>What challenges do children and adolescence face growing up?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>how to talk about past events in the past.</p> <p>vocabulary related to relationships, family, childhood and feelings.</p>	<p><i>Students will be skilled at...</i></p> <p>sharing past events.</p> <p>discussing elements of what constitutes a “good childhood” and “childhood well-being.”</p>

<p>readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>vocabulary related to celebrations, experiences and activities.</p> <p>expressions of opinion, advice and introducing another point of view.</p> <p>the passé composé and the “imparfait” tenses.</p> <p>COD et COI.</p> <p>Y et EN pronouns.</p> <p>relative clauses such as qui/que/dont/où</p>	<p>comparing and contrasting customs and traditions in the target culture and their own.</p> <p>considering the cultural significance of target language childhood games and customs.</p> <p>offering advice and making recommendations to improve the well-being of children in their communities.</p> <p>investigating challenges students face in France and the U.S..</p>
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5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Performance and Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: Students write an email offering advice on how to cope with challenges faced by teenagers.</p> <p>Role: Counselor</p> <p>Audience: Students at a high school</p> <p>Situation: The students at the high school have asked you, the counselor, for advice about a campaign they want to organize about a challenge faced by many teenagers.</p> <p>Product or Performance: An email in which you, the counselor, offer guidance and suggestions on what to include in the campaign.</p> <p>Standard for success:</p> <ul style="list-style-type: none"> • Rubric specific to this performance task • ACTFL - Interpersonal Communication Performance Rubric (Intermediate Low/Mid)

REVISION

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Grammar and vocabulary quizzes
- Unit test
- Pre-AP tasks

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, T	Students will write down what they used to do in their childhood and narrate a memorable event in their childhood.	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teacher will prepare notes and lessons to introduce vocabulary on family, relationships, celebrations and activities. Eq, O</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Completion of the graphic organizers • Teacher observation of notetaking and discussions • Teacher listening to students' conversations • Self-evaluation and peer-editing
A	<p>The teacher will prepare Pre-AP mini-lessons to introduce the components of Interpersonal Communication: Email Reply and Conversation sections of the AP exam. These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. Eq</p>	
A	<p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate-Low/Mid Performance and Proficiency level).</i> W, Eq</p>	
A, M, T	<p>Pre-AP Task: Interpersonal Writing: Email Reply Students will have 30 minutes to read an email in the target language and compose a response. Step 1: Students read the introduction and the email message that follows. Step 2: Students write a response to what they have just read. Answer all of the questions from the email prompt and ask some questions of their own.</p>	

<p>A, M, T</p>	<p>Step 3: Students proof-read their writing and make sure they included a greeting and a closing. W, Eq, Ev, R, T, O</p> <p>Pre-AP Task: Interpersonal Speaking: Conversation Students will have a guided conversation in the target language.</p> <p>Step 1: Students will have 90 seconds to read the introduction and the conversation outline.</p> <p>Step 2: After 90 seconds, students listen to the recorded prompts. Each time there is a pause students should record their response in less than 15 seconds. W, Eq, Ev, R, T, O</p> <p><i>*Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.</i></p>	
<p>A</p>	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W</p>	
<p>A</p>	<p>Students will write down what they used to do in their childhood and narrate a memorable event in their childhood. H</p>	
<p>M, T</p>	<p>Teacher will prepare a mini-lesson to review the perfect tense Eq, R</p>	
<p>A</p>	<p>Students peer review/self-correct use of perfect tense on their written narratives of their childhood. E</p>	
<p>M, T</p>	<p>Students will engage in small group conversations to share and compare each other's experiences of childhood and identify common elements that constitute a "good" childhood. W</p>	
<p>M, T</p>	<p>The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq</p>	
<p>A, M</p>	<p>The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students</p>	

	may view/listen multiple times at school or at home. Eq	
A, M	Students will view a short video clip about French adolescents talking about their childhood experiences. H	
A, M	Students will identify elements that made the childhood of French adolescents “good”. W	
A, M	Students will identify popular childhood games and traditions in the target culture and explore the customs related to it. W	
A, M	Students will close read an appropriate level excerpt from the UN convention of the rights of the child. R, Eq	
A, M	Students will write short notes to reflect on the reading of the UN Convention of the Rights of the child. Eq, R	
M	Students will read an appropriate level article about the challenges faced by teenagers in France. H, W, Eq	
A, M	Students will complete a graphic organizer (Venn diagram, T-Chart) to compare/contrast the issues teenagers face in the Francophone countries and the U.S. W, R	
A, M	Teacher will teach a mini lesson on phrases needed to give advice. W, Eq	
A	Students will engage in a conversation based on conversation cards with a partner in which they will give each other advice on issues faced by teenagers in France and the U.S.. T	
M, T	Students will evaluate each other's performance by completing a peer evaluation chart. R, Ev	
M, T	Students will work in small groups to research and consider how adolescents cope with challenges and will write a list. Eq, W	

M, T	Students will share their lists of suggestions to the whole class in the form of a gallery wall. Eq, T	
M, T	The teacher will prepare notes and lessons on email writing conventions. W, Eq	
A	Students will write an email to a friend giving them advice about a topic raised by the conversation cards. T, R	
M, T	Students will peer-edit and revise their emails. Ev, T	
T	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T	
	<p>Resources:</p> <ul style="list-style-type: none"> • Convention of the Rights of Children (UNICEF) https://www.youtube.com/watch?v=y63hNvyVumY https://www.youtube.com/watch?v=dbJ-Dgci30Y • Interviews about and with adolescents https://www.youtube.com/watch?v=xYfG5AazAFk https://www.youtube.com/watch?v=9xxv3QrZfQ8 • Authentic video https://www.youtube.com/watch?v=1ipR7KHFM_s • Other authentic audio, video and print materials 	

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>present information and ideas through written communication to inform and explain how young people express self-identity.</p>	
<p>ELA: SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share</p>	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>fashion is used globally to express self-identity.</p> <p>style of dress and shopping practices vary by country and culture.</p> <p>clothing reflects personal and cultural ideas about style.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How does the quote by Coco Chanel “<i>La mode se démode, le style jamais.</i>” (<i>fashion changes but style endures</i>) influence the target culture’s attitudes towards dress and fashion?</p> <p>What are the similarities and differences in the fashion trends between the U.S. and France?</p> <p>How do people perceive me based on my appearance? How do I perceive others based on their appearance?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>use commands to share opinions and make suggestions.</p> <p>vocabulary related to fashion and self-expression.</p>	<p><i>Students will be skilled at...</i></p> <p>discussing how clothing reflects personal and cultural ideas about style.</p> <p>comparing and contrasting current fashion trends in the target culture and the U.S..</p>

<p>information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other</p>	<p>future tense using adverbs and prepositional phrases.</p> <p>giving and receiving compliments.</p> <p>comparative and superlative adjectives.</p> <p>irregular adjectives.</p> <p>the pronouns: <i>Lequel</i> and <i>Celui</i>.</p> <p>ordinal numbers.</p>	<p>providing information on fashion and stating viewpoints using a series of sentences with some supporting details.</p> <p>making generalizations about the fashion of the target culture and describing the difference between traditional costume and fashion trend.</p>
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disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: Students choose the French fashion brand they think most represents them and research the brand's genre (mod, preppy, classic, etc.), history (background of the fashion house/important details), availability (when/where one could see what the brand has to offer), and critiques (what others are communicating about this particular brand, and what the student's own personal reviews of the brand are) - making a connection to the essential questions students demonstrate to others what this brand represents to them.</p> <p>Role: Journalist</p> <p>Audience: French School Students/Peers/Teacher</p> <p>Situation: Self reflection on the use of fashion and clothing to express self-identity.</p> <p>Product or Performance: Students will write a magazine article.</p> <p>Standards for success:</p> <ul style="list-style-type: none"> • Rubric specific to this performance task • ACTFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)

REVISION

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Quizzes
- Unit Test
- In class presentations and discussions
- Written assignments
- Pre-AP tasks

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
M, T	Students will write a journal entry responding to the prompts: Do you like to shop? Where do you typically shop and why? How important do you think fashion is? What resources do you use for fashion advice?	
A A A A A A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	Teacher will prepare notes and lectures on the topics fashion and design. W, O, Eq	<ul style="list-style-type: none"> • Class discussions • Participation in small group discussions
	The teacher will prepare notes and mini-lessons on vocabulary and useful “chunks” related to fashion trends, style, clothing and accessories to introduce throughout the unit. Eq	<ul style="list-style-type: none"> • Peer to peer discussions/conversations • Teacher on one-to-one discussions
	The teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. Eq	<ul style="list-style-type: none"> • Completion of worksheets and internet research • Completion of graphic organizers
	Teacher prepares Pre-AP mini-lessons to introduce the components of the Interpretive Communication: Print Texts section of the AP exam. These lessons will include an overview of the AP rubric and useful strategies for students to use. Eq	<ul style="list-style-type: none"> • Responses to questions to video and audio sources • Monitoring of note-taking
	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level).</i> W, Eq	
A, M, T	Pre-AP Task: Interpretive Communication: Print Texts	

	<p>Students will read a text in the target language and answer questions about it. Step 1: Read the introduction and skim the questions. Step 2: Read the text and answer the questions about the text. W, Eq, Ev, R, T, O</p>	
A	<p>Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W</p>	
M, T	<p>Students take the pre-assessment. Eq</p>	
A, M	<p>The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq</p>	
A	<p>The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq</p>	
M	<p>The teacher shows a video clip from Chanel and H&Miger runway shows W, H</p>	
A, M	<p>Using thought provoking questions as a guide, students share reactions and opinions to the meaning of the clip and how people judge others by their clothing. H, Eq, Ev</p>	
A	<p>Teacher draws attention to the unit's theme and guides students to identify unknown vocabulary and verb forms within context -before, during, and after the readings. Eq, R, Ev</p>	
T, M	<p>Students will read a level appropriate article about current teen-fashion trends in Francophone countries. Eq, Ev</p>	
A, M	<p>In pairs or small groups, students will write a list of clothing, that in their opinion, young people consider "fashionable" in our state or the U.S.. Eq, Ev</p>	

A, M, T	Using the internet, students (pairs/small groups) will find a store(s) catalog(s) in France and will complete a Venn diagram noting the similarities/differences of the styles from the catalog to those of the students' list. H, Eq	
M	Then, students will share their ideas with the class or to the other small groups. H, Eq, Ev	
A	Teacher prepares mini-lessons on writing a critique and self reflection- including useful "chunks/phrases" to support personal opinion (e.g. I think... because... I like... for example...). Eq	
M, T	Students will work in pairs or small groups to discuss their judgments about people's appearance, where their perspectives may come from, and how they affect people's attitudes and behavior. H, Eq, Ev	
M, T	Students engage in small group discussion comparing the use of language and cultural influence in France and the U.S. with regard to fashion, describing people's appearance and trends. R, W	
M	Students close read a level appropriate article about the influence of U.S. fashion on world trends and engage in peer-sharing activities to identify the topic and summarize related information in the target language. W, Eq	
A, M	The teacher will show video clips/commercials on fashion shows. H, Eq,	
A, M	Students will complete a worksheet to take notes on the video clips and will answer questions related to identifying the topic, some key details, and stating their opinion about the video clips. Eq, Ev	
M, T	Students will engage in think-pair-share activity to write short critiques of clothing styles found on websites. H, W, Eq, E, T	

<p>M, T</p> <p>T</p>	<p>Students self/peer assess written critiques with a rubric. R, Ev</p> <p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T</p> <p>Resources:</p> <ul style="list-style-type: none"> • Video clips: Coco Chanel vs. Tommy Hilfmer fashion (https://www.youtube.com/watch?v=SmqazGDv28) (https://www.youtube.com/watch?v=R2mqPUc8dc) • How important is fashion for the French? – Interviews https://www.youtube.com/watch?v=QlxRwhBIQxl • Vogue France: Coco Chanel Ses 10 citations mythiques • Other authentic audio, video and print materials 	
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Stage 1 Desired Results

ESTABLISHED GOALS	Transfer	
<p>CCSS.ELA-CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p><i>Students will be able to independently use their learning to...</i> present information, concepts, and ideas to inform, explain and persuade on future technologies.</p> <p>reflect and explain the relationship between the products and perspectives of people in Francophone countries.</p>	
<p>CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>		
	meaning	
<p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>the car industry/transportation is important to the French economy and it has an effect on policy making.</p> <p>attitudes towards cars and driving are changing around the world due to environmental concerns.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How are attitudes towards cars and driving in Francophone countries the same and/or different from those in the U.S.?</p> <p>How do environmental issues affect technological research?</p>
<p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	Acquisition	
	<p><i>Students will know...</i></p> <p>vocabulary related to cars, gas stations, and driving law and regulations regarding driver's licences.</p>	<p><i>Students will be skilled at...</i></p> <p>explaining and discussing problems related to their car.</p> <p>evaluating the perspectives of Francophone</p>

<p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the</p>	<p>the conditional tense. L'usage de "si."</p> <p>adjectif + de + infinitif.</p> <p>préposition + infinitif.</p> <p>en + participe present.</p>	<p>countries towards driving and cars.</p> <p>comparing the target culture attitudes towards the car industry and comparing them to those in the U.S./community.</p> <p>comparing the influence of french government in the car industry vs. private enterprise in the U.S..</p>
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language studied and their own.

4.2 Cultural Comparisons:

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

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: Students will design an advertisement for a car in 2050.</p> <p>Role: Engineer</p> <p>Audience: General public</p> <p>Situation: Students present the car of the future at a car show.</p> <p>Product or Performance: Poster/advertisement describing the car and highlighting features that make the car special and different to persuade the public to buy the car.</p> <p>Standards for success:</p> <ul style="list-style-type: none"> • Rubric specific to this performance task ACTFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)

REVISION

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Grammar and vocabulary quizzes
- Unit test
- Pre-AP tasks

Stage 3 – Learning Plan

Code	Pre-Assessment	
A, M	With a partner, students will label different means of transportation and write which they use, when, and how often.	
A	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
A	The teacher will prepare notes and lessons on vocabulary related to transportation, cars, and driving topics. Eq	<ul style="list-style-type: none"> • Comparison of advertisements for different means of transportation around the French-speaking countries and the U.S.
A	The teacher will prepare Pre-AP mini-lessons to introduce the components of Presentational Communication: Essay. These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. Eq	<ul style="list-style-type: none"> • Completion of the graphic organizers • Teacher observation of notetaking and discussions
A	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level).</i> W, Eq	<ul style="list-style-type: none"> • Teacher listening to students' conversation
A, M, T	Presentational Writing: Essay Students will have 30 minutes to write an essay in the target language based on a print text and an audio recording. Step 1: Students will have 4 minutes to read the essay topic and question, and the print text, Source # 1. Step 2: After 4 minutes, students will have 10 seconds to read the introduction for Source # 2. Step 3: After 10 seconds, students will listen to the recording and take notes. The recording will be repeated. Students' notes are for your use only and will not be graded.	

	<p>Step 4: Students listen to the recording a second time and finish taking notes.</p> <p>Step 5: Students review their notes and write their essay. Students will have 30 minutes. W, Eq, Ev, R, T, O</p> <p><i>*Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.</i></p>	
A	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W	
A, M	Students will label various means of transportation and write down what they use, when and how much. W	
A, M	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
A	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit, so students may view/listen multiple times at school or at home). Eq	
A, M	Students will listen as teenagers in Francophone countries describe how they get around. H	
A, M	Students will engage in think-pair-share activity to compare the means of transportation used by them and those of French teenagers. R	
A, M	Students will watch French teenagers as they talk about getting their driver's license. H	
A, M	Students will complete a graphic organizer to compare the rules and regulations around driving and getting a driver's license in Francophone countries and the U.S.. R	
A	Teacher will prepare notes and lessons on modal verbs and modal verbs in the preterite tense. Eq	

A, M	Students will read an appropriate level text about the rules of the road in France. Eq, R	
A	Teacher will prepare lessons and notes on asking for help and vocabulary around accidents. Eq	
A, M, T	Students will engage in a conversation based on conversation cards with a partner in which they will ask for help because of an accident or a problem with their car. T	
M, T	Students will evaluate each other's performance by completing a peer evaluation chart. R, Ev	
A, M	Students will engage in close reading activities to learn about the 2CV and its cultural significance. H	
M, T	Students will design an advertisement for the new version of the 2CV in partnership which will appeal to people in the 21st century. H, T	
M, T	Students will peer review each others' advertisements. R, Ev	
A, M	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
A, M	Students will watch a video about car culture in France. H	
M	Students will complete a Venn diagram comparing the attitudes of people in Francophone communities and the U.S. towards cars. R	
A	Teacher will prepare lessons and notes on vocabulary related to technology, the environment and the future tense. Eq	
A, M	Students will closely read an appropriate level article about	

<p>T</p>	<p>self-driving technologies and environmental research in the car industry. W</p> <p>Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T</p> <p>Resources:</p> <ul style="list-style-type: none"> • L'histoire de l'automobile: infographie. https://infographicnow.com/educational/langue-francais/educational-infographic-histoire-de-lautomobile/ • les panneaux routiers: https://www.ornikar.com/code/cours/panneaux https://www.edrawsoft.com/fr/infographics/transportation-infographics.html • Passez son permis de conduire: https://www.youtube.com/watch?v=dyV_HEbYfjA • la voiture électrique: https://www.youtube.com/watch?v=UN-NmaODI3w • Other authentic audio, video and print materials 	
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Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>interact with others to negotiate meaning, share information and opinions to explain the relationship between cultural practices and perspectives of the target culture.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>life in the country and the city is different.</p> <p>housing in Francophone countries has similarities and differences to housing in the U.S..</p> <p>there are many reasons why people choose where they live.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>What are the advantages and disadvantages of life in the city and life in the country?</p> <p>How does housing in the U.S. compare to housing in Francophone countries?</p> <p>Why do people move?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>vocabulary related to countryside, city life and transportation.</p> <p>expressions of preference, opinions and wishes.</p>	<p><i>Students will be skilled at...</i></p> <p>comparing lifestyle choices of various people from the target culture and the U.S..</p> <p>contrasting city and country life in France and the U.S..</p>

<p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>review of possessive adjectives.</p> <p>prepositions of location.</p> <p>introduction to the subjunctive mood.</p>	<p>considering the advantages and disadvantages of country and city living.</p> <p>justifying their point of view.</p>
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5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Interpersonal Communication Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Presentational Communication Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: Students justify their opinion on where they would like to live.</p> <p>Role: Realtors (in the city and the country)</p> <p>Audience: Investors</p> <p>Situation: An investor is considering two properties, one in the city and one in the country. You, the real estate agent, have to persuade the investor to choose your home.</p> <p>Product or Performance: Debate.</p> <p>Standards for success:</p> <ul style="list-style-type: none"> • Rubric specific to this performance task ACTFL - Interpersonal Communication Performance Rubric (Intermediate Low/Mid)

REVISION

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Grammar and vocabulary quizzes
- Unit test
- Pre-AP tasks

Stage 3 – Learning Plan

Code	Pre-Assessment	
A	Students will label the furniture and rooms of a house.	
A A A A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	The teacher will prepare notes and lessons on vocabulary needed to describe a house or apartment. Eq, W	<ul style="list-style-type: none"> Students' description of their house or apartment
	The teacher will prepare Pre-AP mini-lessons to introduce the components of Presentational Communication: Cultural Comparison. These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. Eq	<ul style="list-style-type: none"> Students' designs of their dream house or apartment Students' research of a city, suburban or rural area of a Francophone country.
	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). (Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level). W, Eq	<ul style="list-style-type: none"> Completion of the graphic organizers Teacher observation of notetaking and discussions Teacher listening to students' conversation
Pre-AP Task: Presentational Speaking: Cultural Comparison Students will record an oral presentation in the target language based on a particular topic. Step 1: Students read the presentation topic. Step 2: Prepare your presentation. Students will have 5 minutes to prepare. Step 3: Students record their presentation. The presentation should not exceed 2 minutes. W, Eq, Ev, R, T, O <i>*Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.</i>		

A	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W	
A	Students will review vocabulary by labeling furniture and rooms. R	
A, M	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
A	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	
A, M	Students will watch short videos of French adolescents showing their houses and apartments. H	
A, M	Students will reflect on the differences and similarities between the living conditions of teenagers in Francophone countries and the U.S.. W, R	
A, M	Students will write a description of their own house or apartment. T, R	
A, M	Students will read advertisements of houses and apartments for sale in different parts of France, French Canada, and North Africa. H	
A	The teacher will prepare notes and lessons on grammar to be covered throughout the unit. Eq, W	
M, T	Students will choose a house or apartment they would live in and give reasons for their decision. Eq, E	
A, M	Students will read infographic describing the ideal French kitchen H, R	

M, T	Students will design their own dream house or apartment and describe it. W, T	
T	Students will peer edit the descriptions. Ev	
A	The teacher will prepare lessons and notes on places around town and dative prepositions. Eq	
M	Students will describe their own home town and describe sites, services and places of interest available. R, W	
A, M	Students will listen to French teenagers describe the places where they live. H,	
M, T	Students will create a chart listing the advantages and disadvantages of life in the city, small town and country. R, W, Eq	
A	The teacher will prepare a mini-lesson on the elements of a debate and will provide useful phrases to state and justify their own opinions and to disagree with others. Eq	
M, T	Students will participate in a survey to find out what is right for them. R	
M, T	Students will reflect on the survey and list reasons why they agree/disagree with the results. Ev	
M, T	Students will write about where they would like to live and give reasons for their choice. W	
M, T	Students will then research a town, city or rural area of France and list on a T-Chart the advantages and disadvantages of living in this community. W	
T	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T	

Resources:

- [Maisons du monde présentation](#)
- [Video](#): city life vs country life
- [Vidéo](#): Vivre en ville ou à la campagne?
- [Infographie](#): La cuisine idéale
- Other authentic audio, video and print materials

REVISION

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>orally present information and concepts to inform and persuade others using appropriate media.</p> <p>investigate and explain the relationship between the artistic products and cultural perspectives of target language culture.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>France has made major contributions to the world's architectural history.</p> <p>culture, society and historical events influence architecture.</p> <p>art and architecture reflect cultural perspectives of communities.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How has art in France changed over the centuries?</p> <p>How does architecture reflect and modify the environmental culture?</p> <p>How does an artist's identity and background influence their work?</p>
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <p>vocabulary related to the aesthetics and architecture.</p> <p>le subjonctif: formation irrégulière.</p>	<p><i>Students will be skilled at...</i></p> <p>explaining the relationship between the works of art and the artist's cultural background and perspective.</p> <p>researching and describing the life of an</p>

<p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language</p>	<p>l'usage du subjonctif après vouloir que.</p> <p>prepositions of location.</p> <p>adverbs ending in -ment.</p>	<p>architect.</p> <p>identifying and describing varieties of classical and modern architecture.</p>
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through comparisons of the language studied and their own.

4.2 Cultural Comparisons:

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

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Communication Performance and Proficiency Rubrics (Intermediate Low/Mid)</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: Students play the role of a French architect and present their life, work and influences.</p> <p>Role: Architect</p> <p>Audience: Peers/architects</p> <p>Situation: Convince the audience of the beauty of your architectural piece of art.</p> <p>Product or Performance: Oral presentation.</p> <p>Standards for success:</p> <ul style="list-style-type: none"> Rubric specific to this performance task • ACTFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)

REVISION

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Vocabulary and grammar quizzes
- Unit Test
- Written reactions
- Pre-AP tasks

Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
A, M	In small groups students will list different forms of art they participate in during their freetime.	
A	<p>Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i></p> <p>The teacher will prepare lessons and notes on vocabulary relating to cultural events. W, Eq</p> <p>The teacher will prepare Pre-AP mini-lessons to review the components of Interpretive, Interpersonal and Presentational Communication Tasks (based on students' needs). These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. Eq</p> <p>The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level).</i> W, Eq</p> <p>Pre-AP Tasks: Interpretive, Interpersonal and Presentational Communication Tasks. The teacher will give all or some of the tasks throughout the unit based on students' needs. W, Eq, Ev, R, T, O</p> <p>The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W, Eq</p> <p>In small groups students will list and discuss what artistic activities they do in their freetime. W, H</p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Teacher observations of peer and group discussions • Graphic organizers • Students lists of community events and comparisons to target culture • Students sketches for listening activities

A	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
A, M	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	
A	Students will watch students in French-speaking countries talk about what artistic activities they do in their freetime. Eq	
A, M	Students will compare the cultural interests of teenagers in French-speaking countries to their own. W, Eq, Ev	
A, M	In a group discussion students will list cultural events and architectural monuments/buildings available in their community. O, Eq, T	
A, M	Students will research the cultural calendar of a community in France and list events of interest to them. O, Eq, T	
M, T	Students will write about the events they would like to attend and why. H, Ev, T	
M, T	Students will share their findings in small groups and compare the cultural activities of Frenchophone communities to those available in their own community. H, Eq, Ev	
M	Students will write a paragraph about what cultural activities are important to them, what they could not live without and what activities they would participate in if they had more free time. Eq, H, T	
M, T	Students peer-review each other's writings. R	
T	The teacher will prepare lessons and notes on the use of	

	adverbs and expressions of admiration and envy. Eq	
A	Students will reflect on people they know who are very talented and describe their unique abilities using expressions of admiration and envy. W, H, Ev	
M	The students will engage in close reading activity to read an appropriate level text about the biography of a French architect Gustave Eiffel and identify key vocabulary. Eq	
A, M	The teacher will prepare lessons and notes on vocabulary related to French architecture and its historical evolution (Romanesque, Gothic, Renaissance, Rococo, Neoclassic etc). Eq	
A, M, T	The teacher will present various monuments/buildings and students try to identify the correct style/time period. Eq, W, H, T	
T	Students will peer-review their writings. Ev	
A	The teacher will prepare a gallery of famous French painters, sculptures and architects. W, H, Eq	
A, M	With a partner, students will list the works of art in chronological order and record their personal reactions to them. Eq, Ev	
M, T	Students share their reactions in small groups and place the artworks in historical and cultural perspectives. Ev	
A	The teacher will prepare lessons and notes on vocabulary related to paintings, sculpture and architecture. Eq	
A	The teacher will prepare mini-lesson on the speaking process (hook, expansion of topic, closing), using target language formulaic expressions (first of all, therefore, in conclusion), and will share with students the expectations for speaking	

	(rubric) to help students improve their presentational skills (show model of good presentation). Eq	
A, M	The teacher will describe a work of art while the students try to sketch it and identify the correct one from the gallery walk. Eq, H	
M, T	Students will choose an artist from a French-speaking country and write a description of a piece of art. Ev, T	
M, T	Students will share their descriptions with the group who will sketch the work of art and identify it from the gallery walk. R, Ev	
T	Students will research an architect's life and work and prepare an oral presentation on him or her.. W, T	
T	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T	

Resources:

- Blog au sujet des chateaux en France:
<https://ticsenfle.blogspot.com/2012/07/chateaux-de-la-l-oire.html>
- Reading and virtual of the Notre Dame de Paris:
<https://www.notredamedeparis.fr/decouvrir/architectur>
- Edpuzzle video: 7 JOURS EN FRANCE Architecture de Paris
- Videos and articles on cultural events
- Other authentic audio, video and print materials

REVISION

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>CCSS.ELA-CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>negotiate meaning and interact in spoken and written conversations to present information and propose solutions to collaborate with members of their community and the globalized world.</p>	
	<i>Meaning</i>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>personal lifestyle choices affect the environment.</p> <p>cultural preferences have an impact on the environment.</p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <p>How could we use resources wisely?</p> <p>What responsibilities do individuals and society have to protect the environment?</p>
	<i>Acquisition</i>	
	<p><i>Students who know...</i></p> <p>vocabulary related to the environment and pollution.</p> <p>expressions of concern and inconvenience.</p> <p>the subjunctive.</p>	<p><i>Students will be skilled at...</i></p> <p>explaining how some factors of personal lifestyle impact the environment.</p> <p>hypothesizing and proposing possible solutions to help the environment.</p> <p>recognizing that their own choices affect the</p>

REVISION

1.2 Interpretive

Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational

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

2.1 Relating Cultural Practices to Perspectives:

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

2.2 Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

3.1 Making Connections:

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical

environment.

giving examples of how a community's policies influence environmental impact.

thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

REVISION

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
T, M, A	<p>ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low/Mid)</p> <p>ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)</p> <p>ACTFL - Interpersonal Communication Proficiency Rubric (Intermediate Low/Mid)</p>	<p>PERFORMANCE TASK(S):</p> <p>Goal: Students measure their personal impact on the environment and offer suggestions on how to improve it.</p> <p>Role: Students</p> <p>Audience: School Community and French School</p> <p>Situation: Students will complete a questionnaire about their ecological footprint and compare their results to those of their fellow students and students in France. Then, students will make suggestions for lifestyle modifications that would help reduce their ecological footprint.</p> <p>Product or Performance: A written letter and PowerPoint/Slide presentation proposing ways to reduce an individual's ecological footprint.</p> <p>Standards for success:</p> <ul style="list-style-type: none"> • Rubric specific to this performance task • ACTFL - Interpersonal and Presentational Communication Performance Rubrics (Intermediate Low/Mid)

REVISION

OTHER EVIDENCE:

Students will show they have achieved Stage 1 goals by...

- Vocabulary and grammar quizzes.
- Unit Test
- Peer interviews
- Letter writing
- Pre-AP tas

Stage 3 – Learning Plan

Code A, M	Pre-Assessment	
	Students will be able to determine how much they know about the effects that their daily decisions have on the environment: First, students will take inventory of activities that can affect the environment (drawing on previous knowledge of household vocabulary as well as cognates (e.g., sort the trash, use plastic or reusable containers, take short/long showers, etc.). Then, they will sort the activities as either “harmful to the environment” or “good for the environment.”	
A A A A A, M, T	Summary of Key Learning Events and Instruction <i>Student success at transfer meaning and acquisition depends on...</i>	Progress Monitoring
	The teacher will prepare notes and lectures on the topics of the environment and pollution W, O, Eq	<ul style="list-style-type: none"> • Listening comprehension activities based on audio • Completion of graphic organizers
	The teacher will prepare notes and mini-lessons on vocabulary and useful “chunks” related to the environment and pollution to introduce throughout the unit. Eq	<ul style="list-style-type: none"> • Information gap activity
	The teacher will prepare notes and mini-lessons on grammatical forms/structures to introduce and review throughout the unit. Eq	<ul style="list-style-type: none"> • Sentence completion activity on advice to protect the environment
	The teacher will prepare Pre-AP mini-lessons to review the components of Interpretive, Interpersonal and Presentational Communication Tasks (based on student needs). These lessons will include an overview of the AP rubrics and useful strategies for students to use with each task. Eq	<ul style="list-style-type: none"> • Peer Survey development
	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). <i>(Note: the teacher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/Mid Performance and Proficiency level).</i> W, Eq	<ul style="list-style-type: none"> • Paragraph writing

	Pre-AP Tasks: Interpretive, Interpersonal and Presentational Communication Tasks. The teacher will give all or some of the tasks throughout the unit based on students' needs. W, Eq, Ev, R, T, O	
A	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. W, Eq	
A	Students take the pre-assessment. Eq	
A, M	The teacher will use a variety of pre-listening/viewing strategies (e.g. background knowledge, prediction, anticipation guide) as well as strategies for during and after listening/viewing video/audio sources. Eq	
A, M	The teacher will post videos and podcasts on Google classroom (as they come up throughout the unit) so students may view/listen multiple times at school or at home. Eq	
A, M	The teacher will show a (YouTube) video about how much water it takes to put a pair of jeans on the store shelf, from design to finish. W, H, Eq	
A	Students will engage in listening comprehension activities before, during, and after watching the video. Eq, R	
A, M	Students will identify the causes and effects of global environmental issues (e.g., factories = water pollution = fish die) found in brief articles from a news website for students. W, Eq, Ev	
A, M	The teacher will introduce an information gap activity in which students ask each other why an activity or product is bad for the environment (practice using structures such as because; because of; ... causes ...) Eq, H	
M, T	Students will do a sentence completion activity for advice about what we can do to protect the environment (e.g.,	

	Problem = cars are producing too much exhaust. Tip = “think/believe we should ...; In my opinion we have to ...; We could ...”) Eq, R	
A, M	Students watch/listen to authentic videos, first for gist and then fill in the chart with relevant details. Eq	
M, T	Students listen to authentic podcasts and fill in a chart listing the environmental problems, causes, effects, and possible solutions. Eq,	
A, M	Students illustrate the relationship between cause and effect of environmental issues that they heard/read about. W, R, O	
M, T	Students use this information to discuss with a partner or small groups what they think are the top three environmental problems in their state/city/town. They will come up with some suggestions on how they can be more responsible in their daily activities to protect the environment. H, Eq, Ev	
M, T	With a partner or in small groups, students use the information they’ve collected and exchanged to write a paragraph about environmental issues. They should explain the problems (causes and effects), give examples, and give suggestions for how young people can make a difference in the world. W, Eq, Ev, H	
M, T	Students take the survey to evaluate their own environmental footprint. H, Eq, R, Ev.	
M, T	Students use a checklist to ask each other how often they engage in certain environmentally safe/harmful activities. H, R, Ev	
M	With a partner or in small groups, students create a survey to interview their French peers to evaluate their environmental footprint -students base their questions from the survey they took and from the checklist- H, R, Ev	

M, T	Students engage in conversations to ask for and give advice on how to live more responsibly (e.g., Student A: I want to avoid using too much electricity. Student B: You should/could ...). H, R, Ev, T	
M, T	Students describe a nature visual/picture/video (e.g., a healthy or damaged forest) and describe it in writing or speaking. Eq, R	
M, T	Students write a sentence about the cause-and-effect relationships they see represented by a graph or an illustration/infographic. Eq, Ev	
M, T	The teacher introduces the elements of paragraph/letter writing and shows a model letter about an environmental issue to help students understand the concept.	
A	Students use the model letter about an environmental issue to write about another environmental issue.	
A, M	Students write in chunks (add-on a sentence every day). Eq, R	
M	Students write a paragraph, and then incorporate transitions or conjunctions from a list when they are available. Eq, R	
M, T	Students edit each other's letters, using a holistic scoring guide. R, Ev	
T	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. W, R, Ev, T	

Resources:

- L'environnement et ses problèmes vus pas des français.
<https://enseigner.tv5monde.com/fiches-pedagogiques-fle/dans-le-parc-1416>
- <https://enseigner.tv5monde.com/sites/enseigner.tv5monde.com/files/asset/document/adomania2-dansleparc-fiche-ens.pdf>
- fiche pédagogique:
https://www.lepointdufle.net/penseigner/lexique_economique-fiches-pedagogiques.htm
- l'environnement en France:
<https://ree.developpement-durable.gouv.fr/>
- le recyclage en France par region:
<https://www.youtube.com/watch?v=r3VtKlMnzzY>
- L'environnement et le recyclage du papier à la peine:
<https://www.youtube.com/watch?v=rsHswMZmhVM>
- Ministère de l'agriculture et de l'alimentation:
 Interdiction de la culture des OGMs vs. autorisation de l'importation.
<https://agriculture.gouv.fr/la-situation-des-ogm-en-france#:~:text=La%20culture%20des%20OGM%20%C3%A0%20interdite%20en%20France%20depuis%202008.&text=Ainsi%2C%20la%20loi%20n%C2%B0vari%C3%A9t%C3%A9s%20de%20ma%C3%AFs%20g%C3%A9n%C3%A9tiquement%20modifi%C3%A9>

- United Nations website environmental issues resources and empowering people for the future.
<https://sustainabledevelopment.un.org/memberstates/france>
- Other authentic audio, video and print materials

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