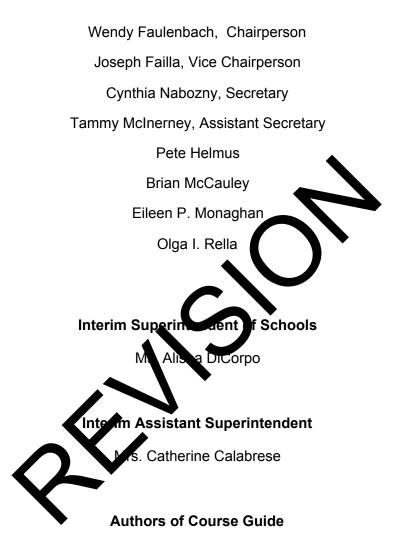
NEW MILFORD PUBLIC SCHOOLS New Milford, Connecticut



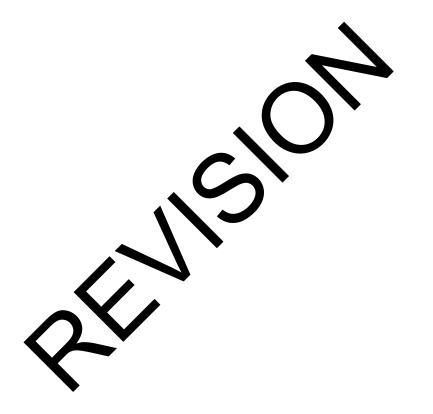


**New Milford Board of Education** 

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.



#### 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, making, and listening tasks and activities throughout the course.

This course follows successful completion of French II Honors and teached recommendation. As Intermediate Low/Mid Proficiency Level students, they begin to create with language, access a variety of stort non-complex authentic texts, and focus on narrating in both present and past frames. The vertical alignment of this course train the AP Themes, allows learners to increase their proficiency level as established by the NCSSFL-ACTFL Proficiency Bonchmarks. 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 contracts.

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 statlar 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 Public Identity
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

# UbD Template 2.0 Unit 1: Family and Communities- Childhood and Adolescence Stage 1 Desired Results

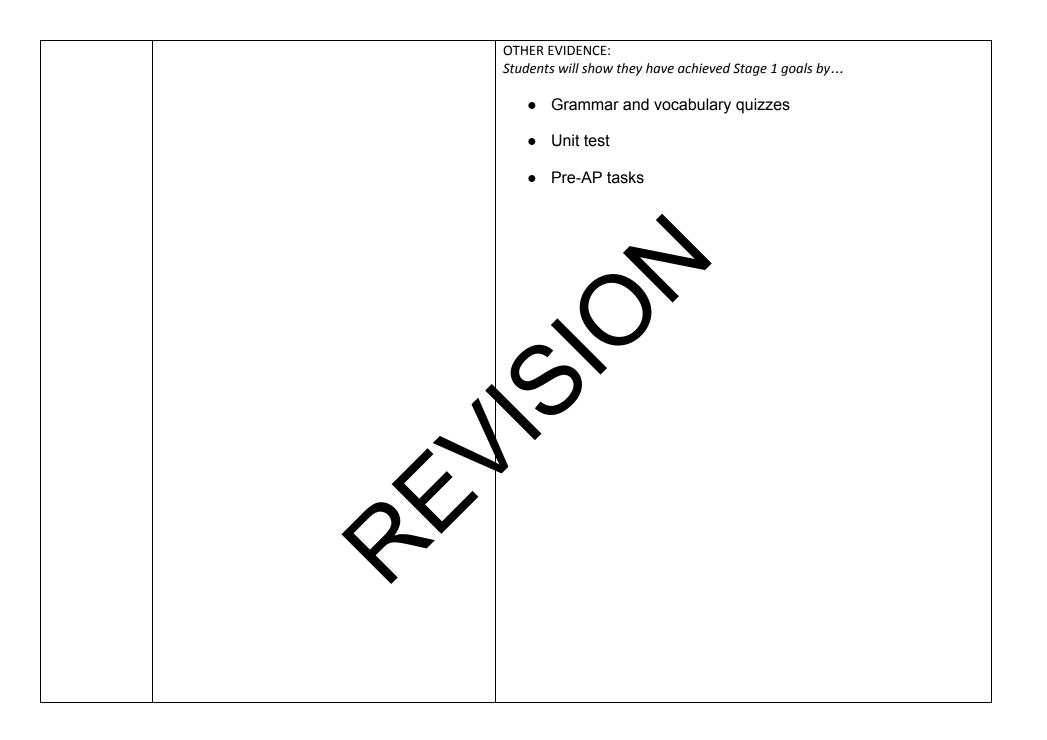
Stage 1 Desired Results			
ESTABLISHED GOALS	Transfer		
<ul> <li>CCSS.ELA-CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>CCSS.ELA-CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</li> <li>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</li> </ul>	that of others. interact, negotiate meaning and share their real UNDERSTANDINGS Students will understand that children and adolescence have rights as outlined by the UN Convention on the Rights of the Child. adolescents in Erratice and the U.S. face similar change	<ul> <li>to enrich and advance their own wellbeing and</li> <li>actions feelings and opinions.</li> </ul> Eaning ESSENTIAL QUESTIONS Students will keep considering What makes a good childhood? What challenges do children and adolescence face growing up?	
1.3 Presentational		uisition	
<b>Communication:</b> 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,	Students will know how to talk about past events in the past. vocabulary related to relationships, family, childhood and feelings.	Students will be skilled at sharing past events. discussing elements of what constitutes a "good childhood" and "childhood well-being."	

readers, er viewers	vocabulary related to celebrations,	comparing and contracting customs and
readers, or viewers.		comparing and contrasting customs and traditions in the target culture and their own.
2.4 Poloting Cultural Practices	experiences and activities.	traditions in the target culture and their own.
2.1 Relating Cultural Practices	overessions of eninion, eduise and	considering the cultural significance of target
to Perspectives: Learners use	expressions of opinion, advice and	considering the cultural significance of target
the language to investigate,	introducing another point of view.	language childhood games and customs.
explain, and reflect on the		offering eduine and melting recommendations to
relationship between the	the passé composé and the "imparfait"	offering advice and making recommendations to
practices and perspectives of the	tenses.	improve the well-being of children in their
cultures studied.		communities.
	COD et COI.	in tighting shellonges students fore in France
3.1 Making Connections:		invertigating challenges students face in France
Learners build, reinforce, and	Y et EN pronouns.	ed the U.S.
expand their knowledge of other		
disciplines while using the	relative clauses such as qui/que/dont/où	
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.

	Stage	2 – Evidence
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Presentational Communication Performance and Proficiency Rubric (Intermediate Low/Mid) ACTFL - Interpersonal Proficiency Rubrics (Intermediate Low/Mid)	PERFORMANCE TASK(S): <b>Goal</b> : Students write an email offering advice on how to cope with challenges faced by teenagers. <b>Role</b> : Counselor
	(Intermediate Low/Mid) ACTFL - Interpretive Performance and Proficiency Rubrics (Intermediate Low/Mid)	<ul> <li>Role: Counselor</li> <li>Audience: Students at a high school</li> <li>Situation: The states of the high school have asked you, the counselor, for onlyice about a campaign they want to organize about a charlenge need by many teenagers.</li> <li>Productor nerformance: An email in which you, the counselor, offer uidance and suggestions on what to include in the campaign.</li> <li>State of the specific to this performance task</li> <li>ACTFL - Interpersonal Communication Performance Rubric (Intermediate Low/Mid)</li> </ul>



	Stage 3 – Learning Plan		
Code	Pre-Assessment Students will write down what they used to do in their childhood and narrate a memorable event in their childhood.		
М, Т			
A A	Summary of Key Learning Events and InstructionStudent success at transfer meaning and acquisition depends onThe teacher will prepare notes and lessons to introduce vocabulary on family, relationships, celebrations and activities Eq, OThe teacher will prepare Pre-AP mini-lessons to introduce the components of Interpersonal Communication: Email Epply 	Progress Monitoring • Ompletion of the graphic organizers Teacher observation of notetaking and iscussions Teacher listening to students' conversations • Self-evaluation and peer-editing	
A	students to use with each task. <b>Eq</b> The teacher will take students to the language ab 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 2014/Mic Performance and Proficiency level). <b>W</b> , <b>Eq</b>		
А, М, Т	Pre-AP Task: Interpersonal Whing: 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.		

	Step 3: Students proof-read their writing and make sure they
	included a greeting and a closing. <b>W</b> , <b>Eq</b> , <b>Ev</b> , <b>R</b> , <b>T</b> , <b>O</b>
Α, Μ, Τ	<ul> <li>Pre-AP Task: Interpersonal Speaking: Conversation Students will have a guided conversation in the target language.</li> <li>Step 1: Students will have 90 seconds to read the introduction and the conversation outline.</li> <li>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 *Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.</li> </ul>
Α	Teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W</b>
Α	Students will write down what they used to do in their childhood and narrate a memorable event in their bilanoo. H
М, Т	Teacher will prepare a mini-lesson to review the perfect tense Eq, R
Α	Students peer review/self-correct use of perfect tense on their written narratives of their childhood. F
М, Т	Students will engage in small group conversations to share and compare each other's expanences of childhood and identify common elements that constitute a "good" childhood. W
М, Т	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. <b>Eq</b>
А, М	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
Α, Μ	Students will view a short video clip about French adolescents talking about their childhood experiences. <b>H</b>
А, М	Students will identify elements that made the childhood of French adolescents "good". <b>W</b>
А, М	Students will identify popular childhood games and traditions in the target culture and explore the customs related to it. <b>W</b>
А, М	Students will close read an appropriate level excerpt from the UN convention of the rights of the child. <b>R, Eq</b>
А, М	Students will write short notes to reflect on the reading of th UN Convention of the Rights of the child. <b>Eq, R</b>
Μ	Students will read an appropriate level article about the challenges faced by teenagers in France. H, W, E,
А, М	Students will complete a graphic organizer (Wann Wagram, T-Chart) to compare/contrast the issues teenatiers face in the Francophone countries and the U.S. W, K
Α, Μ	Teacher will teach a mini lesson on obvases needed to give advice. <b>W, Eq</b>
Α	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 <b>T</b>
М, Т	Students will evaluate each other's performance by completing a peer evaluation chart. <b>R, Ev</b>
Μ, Τ	Students will work in small groups to research and consider how adolescents cope with challenges and will write a list. <b>Eq</b> , <b>W</b>

М, Т	Students will share their lists of suggestions to the whole class in the form of a gallery wall. <b>Eq, T</b>
М, Т	The teacher will prepare notes and lessons on email writing conventions. <b>W, Eq</b>
А	Students will write an email to a friend giving them advice about a topic raised by the conversation cards. <b>T, R</b>
М, Т	Students will peer-edit and revise their emails. Ev, T
т	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:
	<ul> <li>Convention of the Rights of Children (UNICLE) <u>https://www.youtube.com/watch?v=y63.[NvyWumY</u></li> </ul>
	https://www.youtube.com/watch?v=dbJ-Dgci30Y
	<ul> <li>Interviews about and walk adouscents <u>https://www.youtube.com/watch.v=xYfG5AazAFk</u></li> </ul>
	https://www.youtube.co. /watch?v=9xxv3QrZfQ8
	<ul> <li>Authentic video <u>https://www.youtube.com/watch?v=1ipR7KHFM_s</u></li> </ul>
	Other authentic audio, video and print materials

UbD Template 2.0 Unit 2: Personal and Public Identity: Fashion and Design			
Stage 1 Desired Results			
ESTABLISHED GOALS	Tra	ansfer	
<b>CCSS.ELA-CCRA.R.2</b> Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.	Students will be able to independently use their learning present information and ideas through written of people express self-identity.	g to communication to inform and explain how young	
<b>CCSS.ELA-CCRA.W.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	UNDERSTANDINGS Students will understand that	Ex ning SSENTIAL QUESTIONS Students will keep considering	
<b>ELA: SL.11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners	fashion is used globally to express self-identity. style of dress and shopping practices vary by country and culture.	How does the quote by Coco Chanel <i>"La mode se démode, le style jamais." (fashion changes but style endures)</i> influence the target culture's attitudes towards dress and fashion? What are the similarities and differences in the	
can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose,	clothing reflects perional and cultural ideas about style.	How do people perceive me based on my appearance? How do I perceive others based on their appearance?	
audience, and a range of formal	Acquisition		
and informal tasks.	Students will know	Students will be skilled at	
<b>1.1 Interpersonal</b> <b>Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written	use commands to share opinions and make suggestions. vocabulary related to fashion and	discussing how clothing reflects personal and cultural ideas about style. comparing and contrasting current fashion trends in the target culture and the U.S	
conversations to share	self-expression.		

information, reactions, feelings, and opinions.

### 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 future tense using adverbs and prepositional phrases.

giving and receiving compliments.

comparative and superlative adjectives.

irregular adjectives.

the pronouns: Lequel and Celui.

ordinal numbers.

providing information on fashion and stating viewpoints using a series of sentences with some supporting details.

making generalizations about the fashion of the target culture and describing the difference between traditional costume and fashion trend.

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.

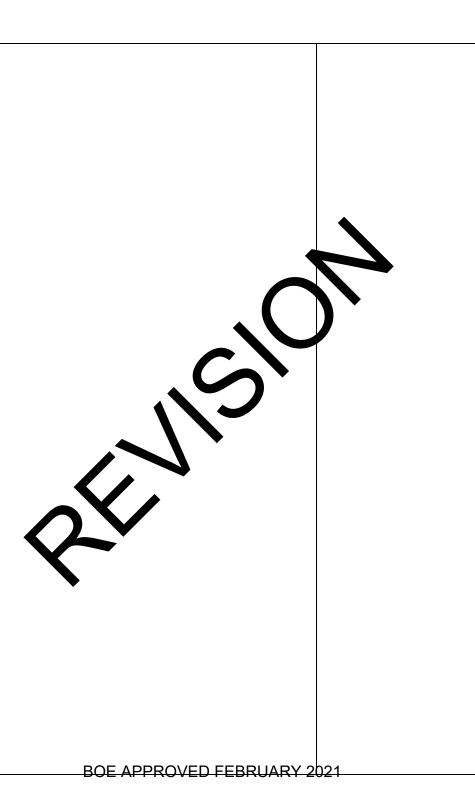
**4.1 Language Comparisons:** Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**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.

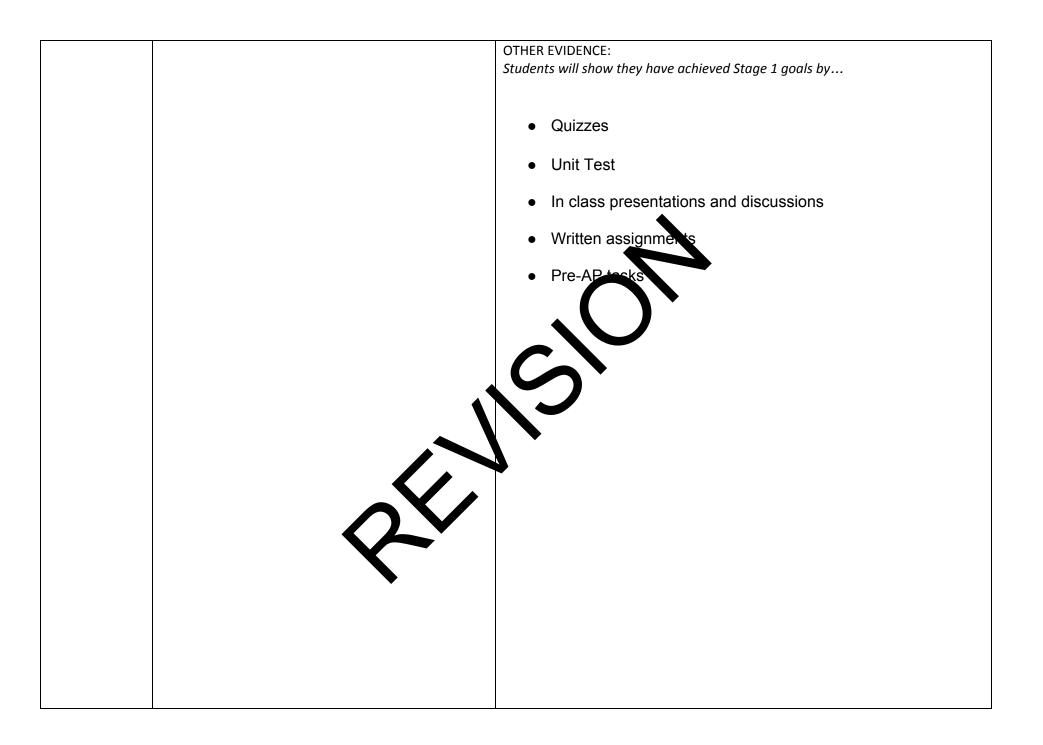
#### 5.1 School and Global

**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.



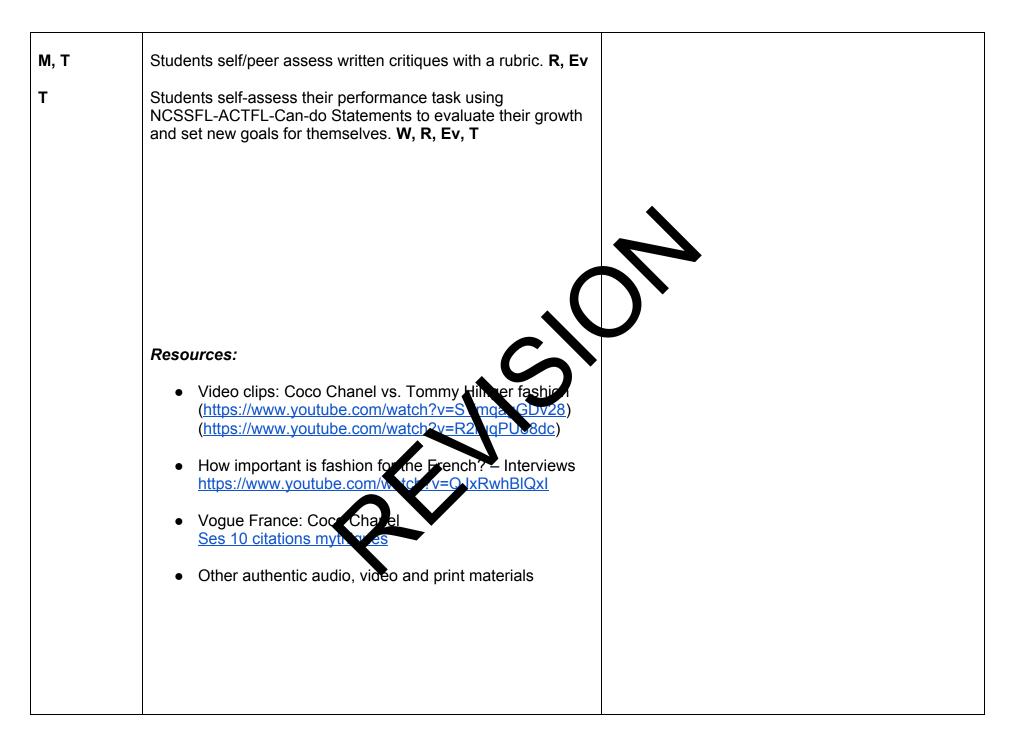
		Stage 2 – Evidence
Code Evaluativ	ve Criteria	Assessment Evidence
T, M, A ACTFL - Proficience (Intermed ACTFL - Proficience (Intermed ACTFL - Proficience	ve Criteria Presentational Communication cy Rubrics liate Low/Mid) Interpersonal Performance and cy Rubrics liate Low/Mid) Interpretive Performance and cy Rubrics liate Low/Mid)	



Stage 3 -	- Learning Plan		
Code	Pre-Assessment		
Μ, Τ	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?		
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring	
Α	Teacher will prepare notes and lectures on the topics fashion and design. <b>W</b> , <b>O</b> , <b>Eq</b>	Oass discussions     Participation in small group discussions	
Α	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. <b>Eq</b>	<ul><li>Peer to peer discussions/conversations</li><li>Teacher on one-to-one discussions</li></ul>	
Α	The teacher will prepare notes and mini-lessens in grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b>	<ul> <li>Completion of worksheets and internet research</li> <li>Completion of graphic organizers</li> </ul>	
A	Teacher prepares Pre-AP mini-lessons to introduce the components of the Interpretive Companication: Print Texts section of the AP exam. There is some wir include an overview of the AP rubric and us ful strategies for students to use. <b>Eq</b>	<ul> <li>Responses to questions to video and audio sources</li> <li>Monitoring of note-taking</li> </ul>	
Α	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). ( <i>Note: the teacher</i> <i>will provide opportunities for students to perform the Pre-AP</i> <i>tasks -untimed and timed- throughout the unit. All Pre-AP</i> <i>tasks are at the Intermediate Low/Mid Performance and</i> <i>Proficiency level</i> ). <b>W, Eq</b>		
A, M, T	Pre-AP Task: Interpretive Communication: Print Texts		

	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	
Α	Teacher introduces the goals of the unit, the essential	
	questions and discusses the performance tasks. W	
М, Т	Students take the pre-assessment. <b>Eq</b>	
А, М	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	
Α	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 by	
Μ	The teacher shows a video clip from Chanel and Hifiger	
141	The teacher shows a video clip from Chanel and Putiger runway shows <b>W</b> , <b>H</b>	
А, М	Using thought provoking questions as guide, students share	
	reactions and opinions to the meaning of the clip and how	
	people judge others by their conting. H, E4, Ev	
Α	Teacher draws attention to conduits meme and guides	
	students to identify unknown v cabulary and verb forms within	
	context -before, during, and after the readings. <b>Eq, R, Ev</b>	
Т, М	Students will read a level appropriate article about current	
·, /v/	teen-fashion trends in Francophone countries. Eq, Ev	
	· · · · · · · · · · · · · · · · · · ·	
А, М	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	

	Liping the internet students (nairs/small groups) will find a	
Α, Μ, Τ	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. <b>H</b> , <b>Eq</b>	
M	Then, students will share their ideas with the class or to the	
	other small groups. H, Eq, Ev	
Α	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	
М, Т	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. <b>H</b> , <b>Eq</b> , <b>Ev</b>	
		-
мт	Studente engage in small group disquesion comparin 62	
М, Т	Students engage in small group discussion comparing the	
	use of language and cultural influence in France and the M.S.	
	with regard to fashion, describing people's appealance and	
	trends. R, W	
M	Students close read a level appropriate article about the	
	influence of U.S. fashion on world verus and engage in	
	peer-sharing activities to identify the opic and summarize	
	related information in the traget I inquase. W, Eq	
А, М	The teacher will show video chas/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	
М, Т	Students will engage in think-pair-share activity to write short	
, -	critiques of clothing styles found on websites. <b>H</b> , <b>W</b> , <b>Eq</b> , <b>E</b> , <b>T</b>	



## UbD Template 2.0 Unit 3: Science and Technology - Technologies of the Future

Stage 1 Desired Results		
ESTABLISHED GOALS	Transfer	
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. CCSS.ELA-CCRA.SL.4	Students will be able to independently use their learning present information, concepts, and ideas to info reflect and explain the relationship between the Francophone countries.	orm, explain and persuade on future technologies.
Present information, findings,		eaning
and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and	UNDERSTANDINGS Students will understand that	ESSENTIAL QUESTIONS Students will keep considering
style are appropriate to task, purpose, and audience.	the car industry/transportation is important to the French economy and thas an effect on policy making.	How are attitudes towards cars and driving in Francophone countries the same and/or different from those in the U.S.?
<b>1.1 Interpersonal</b> <b>Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	attitudes towards pars and driving are changing an unother world due to environmental concerns.	How do environmental issues affect technological research?
	Acquisition	
<b>1.2 Interpretive</b> <b>Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Students will know vocabulary related to cars, gas stations, and driving law and regulations regarding driver's licences.	Students will be skilled at explaining and discussing problems related to their car.
		evaluating the perspectives of Francophone

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.

**3.2 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 the conditional tense. L'usage de "si."

adjectif + de + infinitif.

préposition + infinitif.

en + participe present.

countries towards driving and cars.

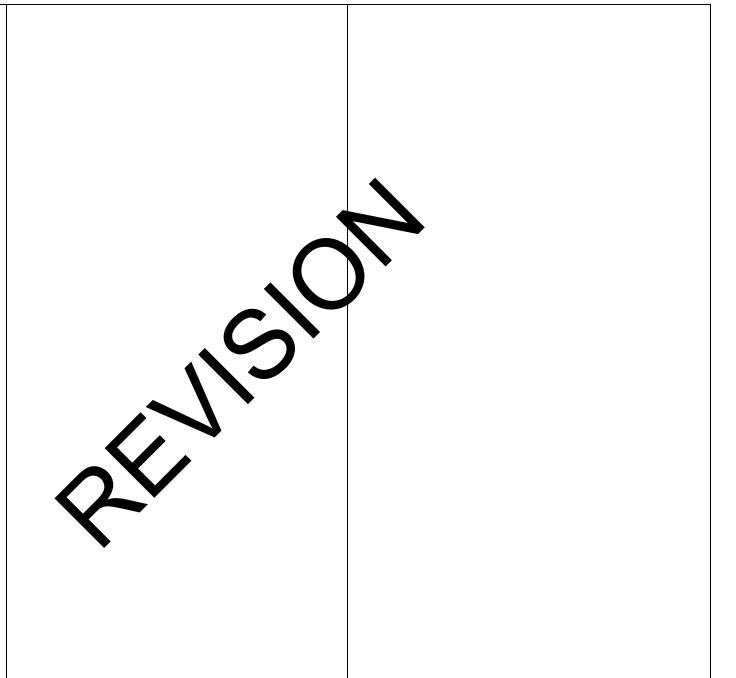
comparing the target culture attitudes towards the car industry and comparing them to those in the U.S./community.

comparing the influence of french government in the car industry vs. private enterprise in the U.S..

language studied and their own.

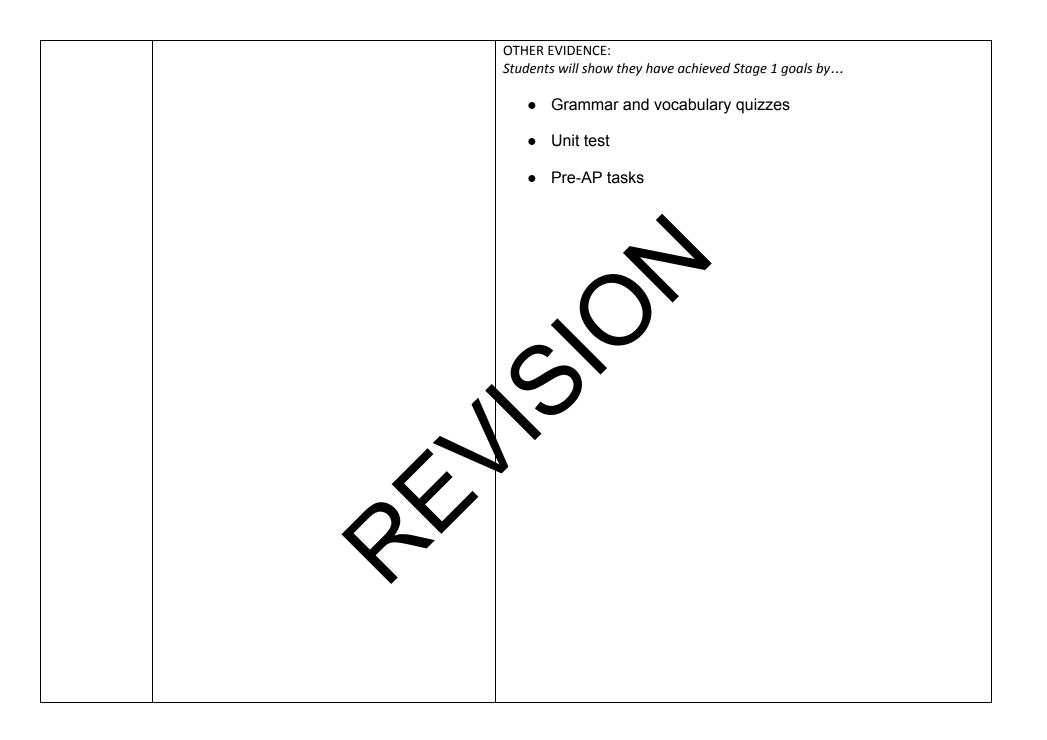
**4.2 Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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



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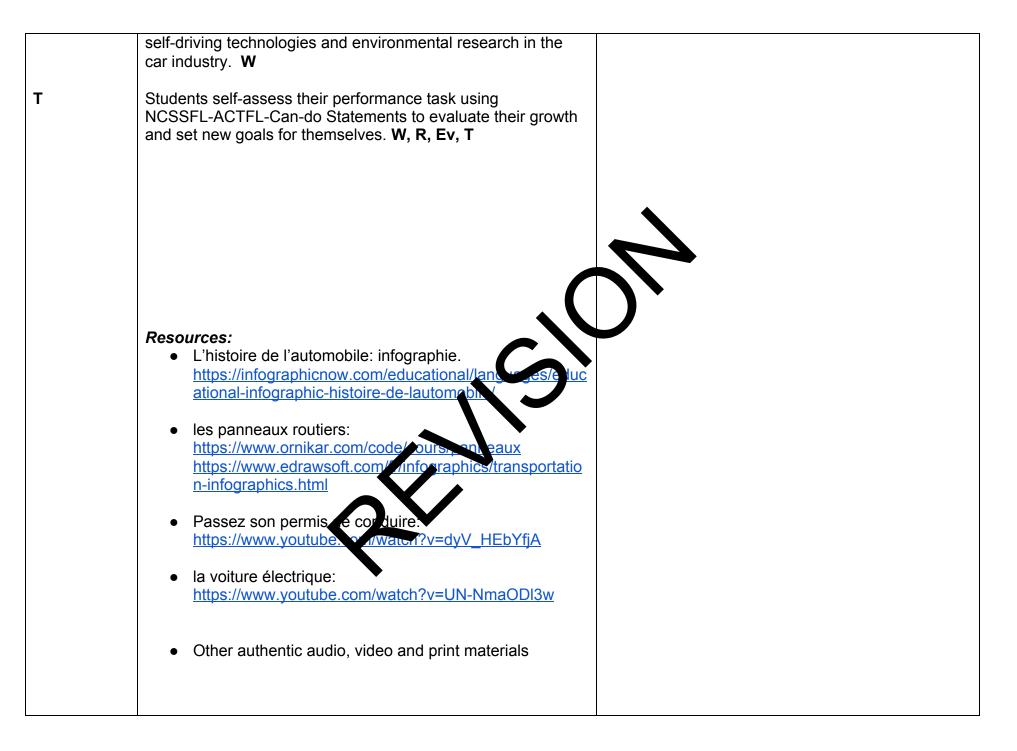
	Stag	e 2 – Evidence
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Presentational Communication Proficiency Rubric (Intermediate Low/Mid)	PERFORMANCE TASK(S): Goal: Students will design an advertisement for a car in 2050.
	ACTFL - Interpersonal Performance and Proficiency Rubrics	Role: Engineer
	(Intermediate Low/Mid)	Audience: General public
	ACTFL - Interpretive Performance and Proficiency Rubrics	Situation: Students present the car of the future at a car show.
	(Intermediate Low/Mid)	<b>Product or Performance</b> : Poster/advertisement describing the car and highlighting features, that make the car special and different to persuade the publicito buy the car.
		Standards for success: Public specific to this performance task ACIFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)
	•	



Stage 3 – Learning Plan			
Code	de Pre-Assessment		
А, М	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 Student success at transfer meaning and acquisition depends on The teacher will prepare notes and lessons on vocabulary related to transportation, cars, and driving topics. <b>Eq</b> The teacher will prepare Pre-AP mini-lessons to introduce the	Progress Monitoring Omparison of advertisements for different mouse of transportation around the French-speaking countries and the U.S. Completion of the graphic organizers	
	components of Presentational Communication: Essay. These lessons will include an overview of the AP rubrics and users strategies for students to use with each task. Eq	<ul> <li>Teacher observation of notetaking and discussions</li> </ul>	
A	The teacher will take students to the language las to complete Pre-AP tasks (AP exam task simulation). ( <i>Now: the teacher</i> <i>will provide opportunities for students to perform the Pre-AP</i> <i>tasks -untimed and timed- throughout the unit. Al Pre-AP</i> <i>tasks are at the Intermediate Lowfuld Performance and</i> <i>Proficiency level</i> ). <b>W, Eq</b>	<ul> <li>Teacher listening to students' conversation</li> </ul>	
Α, Μ, Τ	Presentational Writing: Estay Students will have 30 minute 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.		

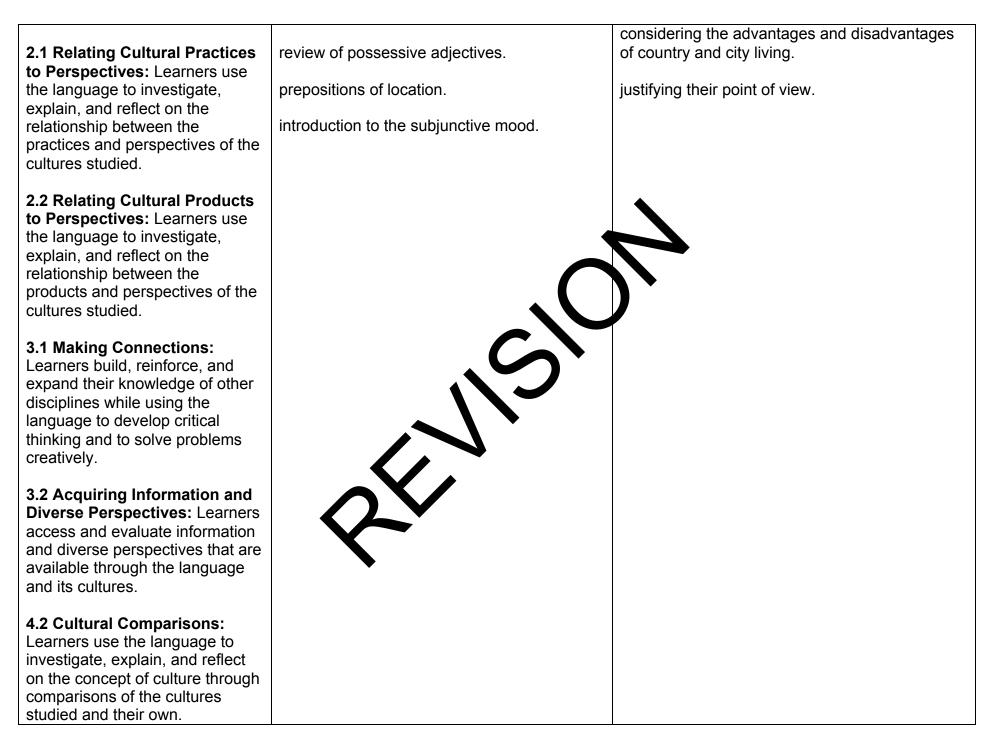
	Step 4: Students listen to the recording a second time and	
	finish taking notes. Step 5: Students review their notes and write their essay.	
	Students will have 30 minutes. <b>W</b> , <b>Eq</b> , <b>Ev</b> , <b>R</b> , <b>T</b> , <b>O</b>	
	*Previous Pre-AP tasks may be given throughout the unit per	
	teacher discretions and students' needs.	
Α	Teacher introduces the goals of the unit, the essential	
	questions and discusses the performance tasks. W	
A 14	Studente will lebel verieue means of transportation and write	
А, М	Students will label various means of transportation and write down what they use, when and how much. <b>W</b>	
А, М	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 Goode classroom (as they come up throughout the unit so students	
	may view/listen multiple times at school or at tooms Eq	
А, М	Students will listen as teenagers in Francoption, countries	
	describe how they get around. H	
А, М	Students will engage in think, an share a dvity to compare	
	the means of transportation user by them and those of French teenagers. <b>R</b>	
А, М	Students will watch French teenagers as they talk about	
	getting their driver's license. H	
А, М	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 <b>R</b>	
Α	Teacher will prepare notes and lessons on modal verbs and	
	modal verbs in the preterite tense. Eq	

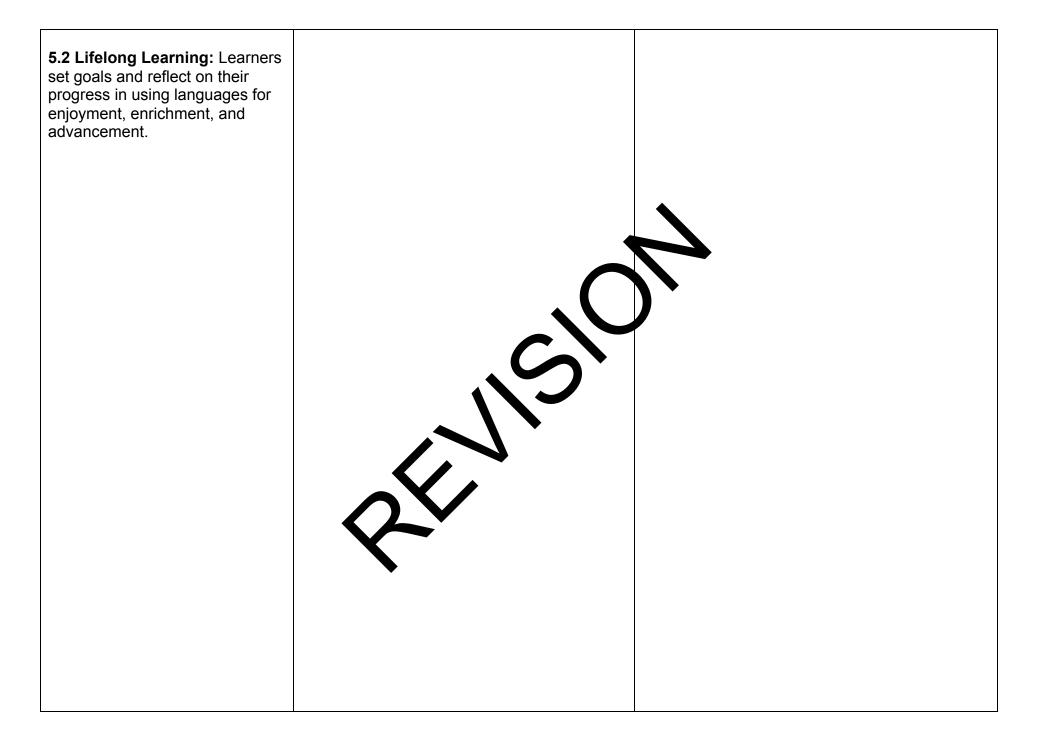
А, М	Students will read an appropriate level text about the rules of the road in France. <b>Eq, R</b>	
Α	Teacher will prepare lessons and notes on asking for help and vocabulary around accidents. <b>Eq</b>	
А, М, Т	Students will engage in a conversation based on conversation cards with a partner in which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



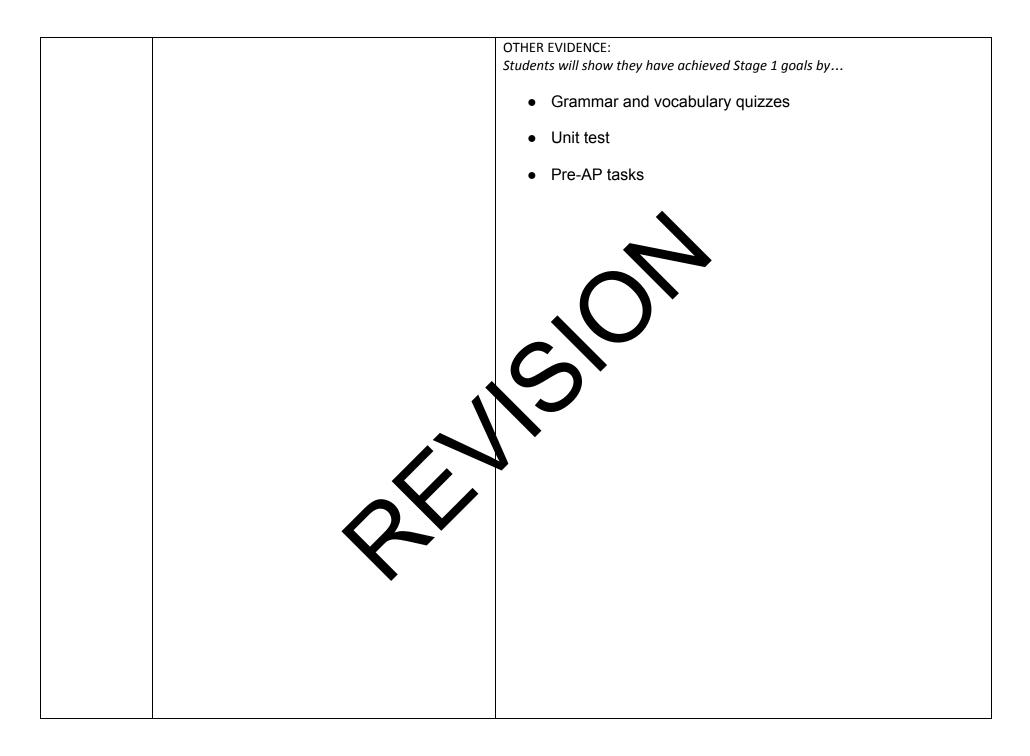
#### UbD Template 2.0 Unit 4: Contemporary Life: City and Country Life

#### **Stage 1 Desired Results** Transfer ESTABLISHED GOALS Students will be able to independently use their learning to... CCSS.ELA-CCRA.SL.4 Present information, findings. interact with others to negotiate meaning, share information and opinions to explain the and supporting evidence such relationship between cultural practices and perspectives of the target culture. that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 1.1 Interpersonal **Communication:** Learners nina interact and negotiate meaning in UNDERSTANDINGS **ESSENTIAL QUESTIONS** spoken, signed, or written Students will understand that... Students will keep considering... conversations to share information, reactions, feelings, life in the country and the cit What are the advantages and disadvantages of and opinions. life in the city and life in the country? housing in Francophone countries has **1.2 Interpretive** similarities and afferences housing in the How does housing in the U.S. compare to **Communication:** Learners housing in Francophone countries? U.S., understand, interpret, and analyze what is heard, read, or is why people choose Why do people move? there a viewed on a variety of topics. where 1.3 Presentational Acauisition **Communication:** Learners Students will be skilled at... Students will know... present information, concepts, and ideas to inform, explain, vocabulary related to countryside, city life and comparing lifestyle choices of various people persuade, and narrate on a transportation. from the target culture and the U.S.. variety of topics using appropriate media and adapting expressions of preference, opinions and contrasting city and country life in France and to various audiences of listeners. wishes the U.S. readers. or viewers.





	Stag	e 2 – Evidence
Code	Evaluative Criteria	Assessment Evidence
T, M, A	ACTFL - Interpersonal Communication Proficiency Rubric	PERFORMANCE TASK(S):
	(Intermediate Low/Mid)	<b>Goal</b> : Students justify their opinion on where they would like to live.
	ACTFL - Interpretive Performance and Proficiency Rubrics	<b>Role</b> : Realtors (in the city and the country)
	(Intermediate Low/Mid)	Audience: Investors
	ACTFL - Presentational Communication Performance and Proficiency Rubrics (Intermediate Low/Mid)	<b>Situation</b> : An investor is considering two properties, one in the city and one in the court, You the real estate agent, have to persuade the investor to choose your home.
		Product on Performance: Debate.
		Standards for success: Public specific to this performance task ACTFL - Interpersonal Communication Performance Rubric Untermediate Low/Mid)



	Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i> Students will label the furniture and rooms of a house.		
Α			
A A A	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends onThe teacher will prepare notes and lessons on vocabulary needed to describe a house or apartment. Eq, WThe 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. EqThe teacher will take students to the language tab to compete Pre-AP tasks (AP exam task simulation). (Note: the tencher will provide opportunities for students to perform the Pre-AP tasks -untimed and timed- throughout the unit. NI Pre-AP	<ul> <li>Progress Monitoring</li> <li>Students' description of their house or poartment</li> <li>Students' designs of their dream house or apartment</li> <li>Students' research of a city, suburban or rural area of a Francophone country.</li> <li>Completion of the graphic organizers</li> <li>Teacher observation of notetaking and discussions</li> </ul>	
A, M, T	<ul> <li>tasks are at the Intermediate Low/Ma Performance and Proficiency level). W, Eq</li> <li>Pre-AP Task: Presentational Speaking, fultural Comparison Students will record an orappresentation in the target language based on a particulatopic.</li> <li>Step 1: Students read the presentation topic.</li> <li>Step 2: Prepare your presentation. Students will have 5 minutes to prepare.</li> <li>Step 3: Students record their presentation. The presentation should not exceed 2 minutes. W, Eq, Ev, R, T, O</li> <li>*Previous Pre-AP tasks may be given throughout the unit per teacher discretions and students' needs.</li> </ul>	Teacher listening to students' conversation	

A	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W</b>
A	Students will review vocabulary by labeling furniture and rooms. ${\bf R}$
А, М	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. <b>Eq</b>
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
А, М	Students will watch short videos of French adolescents showing their houses and apartments. <b>H</b>
А, М	Students will reflect on the differences and similar to between the living conditions of teenagers in Fitnecophon countries and the U.S <b>W</b> , <b>R</b>
А, М	Students will write a description of their own house or apartment. <b>T, R</b>
А, М	Students will read advertisements of couses and apartments for sale in different parts of crance, French Canada, and North Africa. <b>H</b>
A	The teacher will prepare notes and lessons on grammar to be covered throughout the unit. <b>Eq, W</b>
М, Т	Students will choose a house or apartment they would live in and give reasons for their decision. <b>Eq, E</b>
А, М	Students will read infographic describing the ideal French kitchen <b>H, R</b>

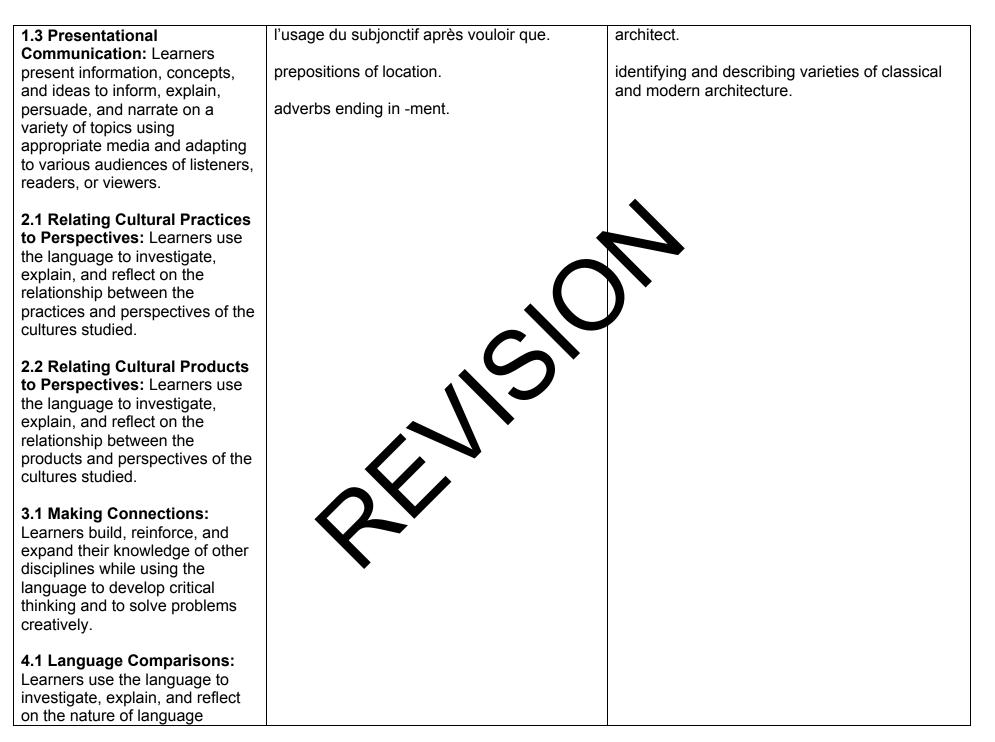
М, Т	Students will design their own dream house or apartment and describe it. <b>W</b> , <b>T</b>	
т	Students will peer edit the descriptions. Ev	
A	The teacher will prepare lessons and notes on places around town and dative prepositions. <b>Eq</b>	
м	Students will describe their own home town and describe sites, services and places of interest available. <b>R</b> , <b>W</b>	
А, М	Students will listen to French teenagers describe the places where they live. $\mathbf{H}$ ,	~
М, Т	Students will create a chart listing the advantages and disadvantages of life in the city, small town and country <b>R</b> , <b>V Eq</b>	)
A	The teacher will prepare a mini-lesson on the elements of a debate and will provide useful phrases to state and justify meir own opinions and to disagree with others. Eq.	
М, Т	Students will participate in a survey to find out what is right for them. ${\bf R}$	
М, Т	Students will reflect on the survey an list reasons why they agree/disagree with the regults. Iv	
М, Т	Students will write about where they would like to live and give reasons for their choice. ${\bf W}$	
М, Т	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. <b>W</b>	
т	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W</b> , <b>R</b> , <b>Ev</b> , <b>T</b>	

# Resources:

- Maisons du monde présentation
- <u>Video</u>: city life vs country life
- <u>Vidéo</u>: Vivre en ville ou à la campagne?
- Infographie: La cuisine idéale
- Other authentic audio, video and print materials

# UbD Template 2.0 Unit 5: Beauty and Aesthetics: Architecture

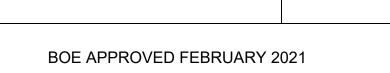
Stage 1 Desired Results         ESTABLISHED GOALS         Transfer         Students will be able to independently use their learning to         Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.       Students will be able to independently use their learning to         CCSS.ELA-CCRA.SLA         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.       UNDERSTANDINGS       Students will understand that         1.1 Interpersonal Communication: Learners information, signed, or written conversations to share information, signed, or written conversations to share information, interpret; and analyze what is heard, read, or viewed on a variety of topics.       Students will know       Students will know         1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.       Students will know       Students will know         Students will know       vocabulary related to the aesthetics and analyze what is heard, read, or viewed on a variety of topics.       Students will know       Students will be skilled at         explore the view of an and the searching and bescription or viewed on a variety of topics.       Students will know       Students will be	UbD Template 2.0 Unit 5: Beauty and Aesthetics: Architecture				
CCSS.ELA-CCRA.R.1         Read closely to determine what the text says explicitly and to make logical inferences from it, it especific textual evidence when writing or speaking to support conclusions drawn from the text.       Students will be able to independently use their learning to         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.       UNDERSTANDINGS students will understand that       ESSENTIAL QUESTIONS students will know         1.1 Interpersonal Communication: Learners information, reactions, feelings, and opinions.       UNDERSTANDINGS students will understand that       ESSENTIAL QUESTIONS students will know         1.2 Interperive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.       Culture, society and bistorical events influence architecture.       How does an artist's identity and background influence their work?         1.2 Interpretive communication: Learners understand, interpret, and analyze what is heard, read, or       Students will know       Students will be skilled at         1.2 Interpretive communication: Learners understand, interpret, and analyze what is heard, read, or       Vocabulary related to the aesthetics and architecture.       Students will be skilled at         1.2 Interpretive communication: Learners       vocabulary related to the aesthetics and architecture.       Students will be complian and perspective. <td colspan="5"></td>					
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.       orally present information and concepts to inform and persuade others using appropriate media. investigate and explain the relationship between the artistic products and cultural perspectives of target language culture.         CCSS.ELA-CCRA.SL.4 Present information, findings, and supporting evidence such that listences can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.       UNDERSTANDINGS Students will understand that France has made major continuitions to the world's architecture thistor.       ESSENTIAL QUESTIONS Students will keep considering How has art in France changed over the centuries?         1.1 Interpersonal Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.       Culture, sociebrand historical events influence there work?       How does an artist's identity and background influence their work?         1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.       Students will know vocabulary related to the aesthetics and analyze what is heard, read, or viewed on a variety of topics.       Students will be skilled at explaining the relationship between the works of art and the artist's cultural background and perspective.	ESTABLISHED GOALS	Tra	ansfer		
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. 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. 1.1 Interpersonal Communication: Learners information, reactions, feelings, and opinions. 1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics. The text is heard, read, or viewed on a variety of topics.		Students will be able to independently use their learning	y to		
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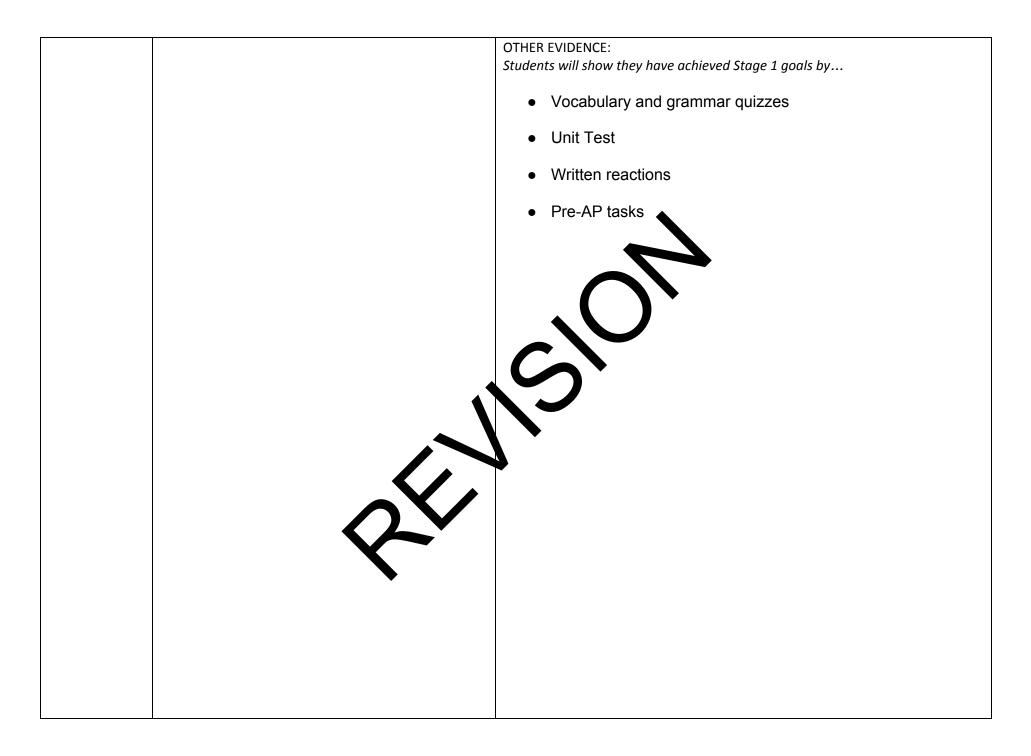
through comparisons of the language studied and their own.

**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.



	Stage	e 2 – Evidence
Code	Evaluative Criteria	Assessment Evidence
Code T, M, A		Assessment Evidence         PERFORMANCE TASK(S):         Goal: Students play the role of a French architect and present their life, work and influences.         Role: Architect         Audience: Peers/architects         Situation: Consider the audience of the beauty of your architectura piece of an experimental experimenta
		Productor herformance: Oral presentation. Sandards for success: Ruiric specific to this performance task AGTFL - Presentational Communication Performance Rubric (Intermediate Low/Mid)



	Stage 3 – Learning Plan		
Code	Pre-Assessment		
А, М	In small groups students will list different forms of art they participate in during their freetime.		
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring	
Α	The teacher will prepare lessons and notes on vocabulary relating to cultural events. <b>W, Eq</b>	lissions	
A	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.	<ul> <li>Students lists of community events and comparisons to target culture</li> <li>Students sketches for listening activities</li> </ul>	
Α	The teacher will take students to the language lab a complete Pre-AP tasks (AP exam task simulation). (Note the teacher will provide opportunities for students to penaro the Pre-AP tasks -untimed and timed- throughout the unit. All Pre-AP tasks are at the Intermediate Low/NiciPerformance and Proficiency level). <b>W</b> , <b>Eq</b>		
Α, Μ, Τ	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. <b>W</b> , <b>Eq</b> , <b>Ev</b> , <b>R</b> , <b>T</b> , <b>O</b>		
Α	The teacher introduces the goals of the unit, the essential questions and discusses the performance tasks. <b>W, Eq</b>		
А, М	In small groups students will list and discuss what artistic activities they do in their freetime. <b>W, H</b>		

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. <b>Eq</b>	
А, М	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. <b>Eq</b>	
A	Students will watch students in French-speaking countries talk about what artistic activities they do in their freetime. <b>Eq</b>	$\Delta$
А, М	Students will compare the cultural interests of teenagers in French-speaking countries to their own. <b>W</b> , <b>Eq</b> , <b>Ev</b>	
А, М	In a group discussion students will list cultural events and architectural monuments/buildings available in the community. <b>O</b> , <b>Eq</b> , <b>T</b>	
А, М	Students will research the cultural calendar or a community in France and list events of interest to them. <b>O</b> , <b>Eq</b> , <b>T</b>	
М, Т	Students will write about the event they would like to attend and why. <b>H</b> , <b>Ev</b> , <b>T</b>	
М, Т	Students will share their finances in small groups and compare the cultural activities of Franconone communities to those available in their own community. <b>H</b> , <b>Eq</b> , <b>Ev</b>	
м	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. <b>Eq, H, T</b>	
М, Т	Students peer-review each other's writings. R	
т	The teacher will prepare lessons and notes on the use of	

	adverbs and expressions of admiration and envy. Eq	
А	Students will reflect on people they know who are very	
	talented and describe their unique abilities using expressions	
	of admiration and envy. <b>W</b> , <b>H</b> , <b>Ev</b>	
	, , , ,	
М	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	
<b>A</b> , <b>W</b> , <b>I</b>	students try to identify the correct style/time period. Eq. W	
	Eq, H, T	
Т	Students will peer-review their writings. <b>Ev</b>	
Α	The teacher will prepare a gallery of famous Flench painters,	
	sculptures and architects. W, H, Eq.	
A 14	With a partner students will list the use of art in	
А, М	With a partner, students will list the works of art in chronological order and record their personal reactions to	
	chronological order and record their personal reactions to them. Eq. Ev	
М, Т	Students share their reactions a small groups and place the	
, -	artworks in historical and cultural perspectives. <b>Ev</b>	
Α	The teacher will prepare lessons and notes on vocabulary	
	related to paintings, sculpture and architecture. <b>Eq</b>	
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). <b>Eq</b>	
А, М	The teacher will describe a work of art while the students try to sketch it and identify the correct one from the gallery walk. <b>Eq</b> , <b>H</b>	
М, Т	Students will choose an artist from a French-speaking country and write a description of a piece of art. <b>Ev, T</b>	
М, Т	Students will share their descriptions with the group who will sketch the work of art and identify it from the gallery walk. <b>R</b> , <b>Ev</b>	$\mathcal{A}$
т	Students will research an architect's life and work and prepare an oral presentation on him or her <b>W, T</b>	)
т	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W</b> , <b>R</b> , <b>Ev</b> , <b>T</b>	

# Resources:

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

#### UbD Template 2.0 Unit 6: Global Challenges: Environmental Issues

# Stage 1 Desired Results

Students will be able to independently use their learning to...

#### ESTABLISHED GOALS

# 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.

#### 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.

# 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.

# 1.1 Interpersonal

**Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. 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.

Transfer

	of their community and the globalized world.
, me	eaning
UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that	Students will keep considering
personal lifestyle choices affec the environment.	How could we use resources wisely?
	What responsibilities do individuals and society
cultural preferences have an impact on the environment.	have to protect the environment?
Acq	uisition
Students with know	Students will be skilled at
vocabulary related to the environment and pollution.	explaining how some factors of personal lifestyle impact the environment.
expressions of concern and inconvenience.	hypothesizing and proposing possible solutions to help the environment.
the subjunctive.	recognizing that their own choices affect the

**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.

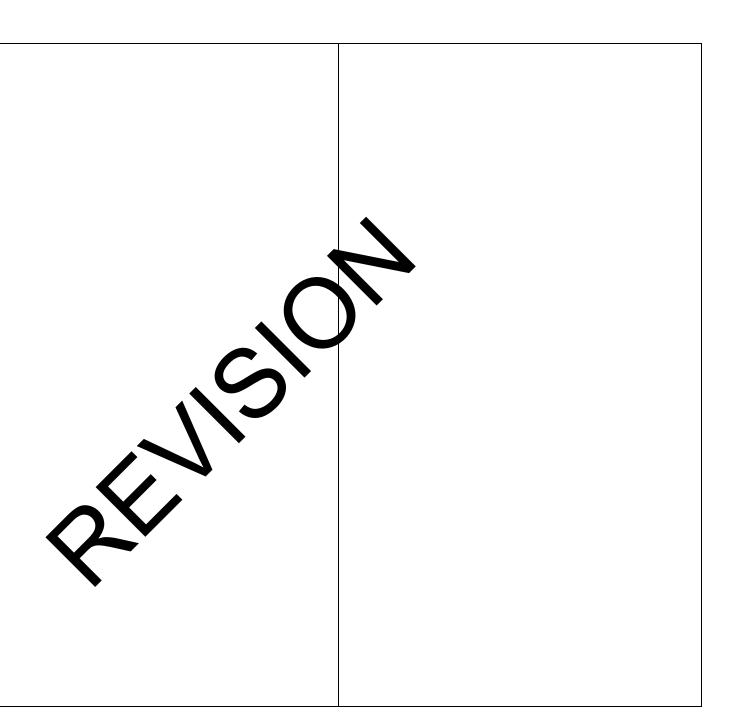
thinking and to solve problems creatively.

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

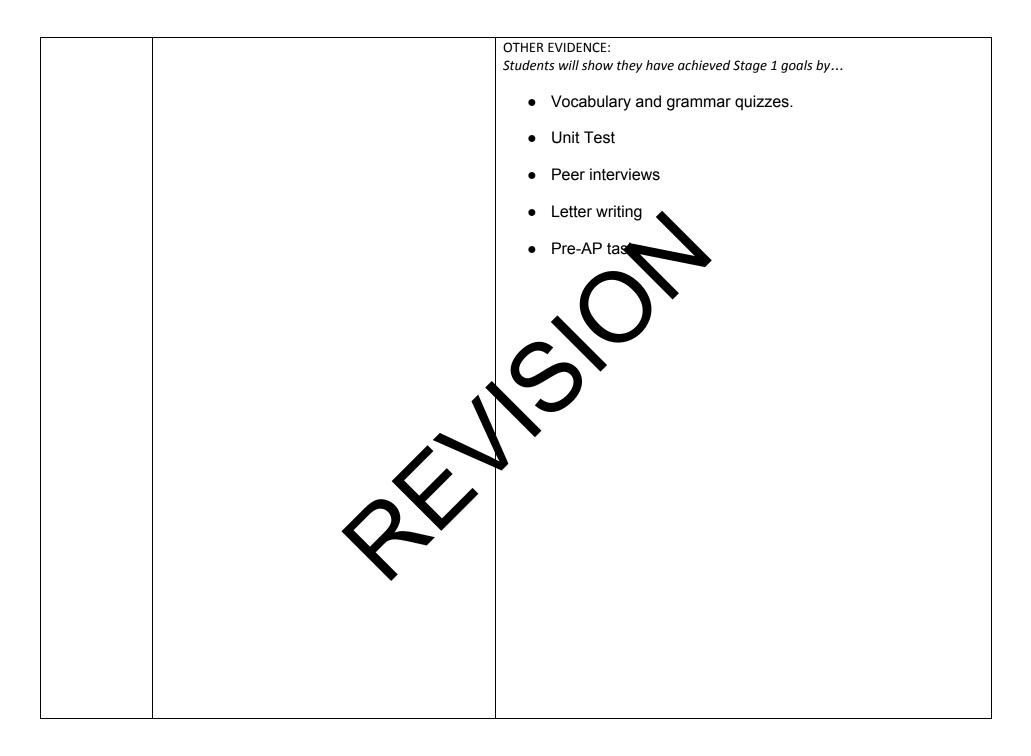
**4.2 Cultural Comparisons:** Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

**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.



	Stag	e 2 – Evidence
Code	Evaluative Criteria	Assessment Evidence
Т, М, А	ACTFL - Presentational Communication Proficiency Rubric	PERFORMANCE TASK(S):
	(Intermediate Low/Mid)	<b>Goal</b> : Students measure their personal impact on the environment and offer suggestions on how to improve it.
	ACTFL - Interpretive Performance and Proficiency Rubrics	Role: Students
	(Intermediate Low/Mid) ACTFL - Interpersonal Communication	Audience: School Community and French School
	Proficiency Rubric (Intermediate Low/Mid)	<b>Situation</b> : Student will so polete a questionnaire about their ecological footorint and compare their results to those of their fellow students and students to France. Then, students will make suggestion for lifes yie modifications that would help reduce their ecological footorint
		<b>Poduct or Performance</b> : A written letter and PowerPoint/Slide procentation proposing ways to reduce an individual's ecological potprint
		Standards for success:
		<ul> <li>Rubric specific to this performance task</li> <li>ACTFL - Interpersonal and Presentational Communication Performance Rubrics (Intermediate Low/Mid)</li> </ul>



	Stage 3 – Learning Pla	in
Code A, M		
	Summary of Key Learning Events and Instruction Student success at transfer meaning and acquisition depends on	Progress Monitoring
Α	The teacher will prepare notes and lectures on the topics of the environment and pollution <b>W</b> , <b>O</b> , <b>Eq</b>	Completion of graphic organizers
Α	The teacher will prepare notes and mini-lessons on vocabular and useful "chunks" related to the environment and pollution to introduce throughout the unit. <b>Eq</b>	<ul> <li>Information gap activity</li> <li>Sentence completion activity on advice to protect the environment</li> </ul>
Α	The teacher will prepare notes and mini-lessing in grammatical forms/structures to introduce and review throughout the unit. <b>Eq</b>	Peer Survey development
Α	The teacher will prepare Pre-AP puni-lessons to review the components of Interpretive, Interpresental 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. <b>Eq</b>	Paragraph writing
А, М, Т	The teacher will take students to the language lab to complete Pre-AP tasks (AP exam task simulation). ( <i>Note: the teacher</i> <i>will provide opportunities for students to perform the Pre-AP</i> <i>tasks -untimed and timed- throughout the unit. All Pre-AP</i> <i>tasks are at the Intermediate Low/Mid Performance and</i> <i>Proficiency level</i> ). <b>W</b> , <b>Eq</b>	

	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. <b>W, Eq</b>	
A	Students take the pre-assessment. Eq	•
А, М	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. <b>Eq</b>	$\overline{\ }$
А, М	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	
А, М	The teacher will show a (YouTube) video about yow much water it takes to put a pair of jeans on the store sholf, from design to finish. <b>W</b> , <b>H</b> , <b>Eq</b>	
A	Students will engage in listening comprehension activities before, during, and after watching he index Eq, R	
А, М	Students will identify the cruses and enects of global environmental issues (e.g., proories – water pollution = fish die) found in brief articles from a news website for students. <b>W</b> , <b>Eq</b> , <b>Ev</b>	
А, М	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) <b>Eq, H</b>	
М, Т	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
А, М	could) <b>Eq, R</b> Students watch/listen to authentic videos, first for gist and then
	fill in the chart with relevant details. Eq
М, Т	Students listen to authentic podcasts and fill in a chart listing the environmental problems, causes, effects, and possible solutions. <b>Eq</b> ,
А, М	Students illustrate the relationship between cause and effect of environmental issues that they heard/read about. <b>W</b> , <b>R</b> , <b>O</b>
М, Т	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. <b>H</b> , <b>Eg</b> , <b>E</b> <sup>r</sup>
М, Т	With a partner or in small groups, students use the information they've collected and exchanged to write a participation about
	environmental issues. They should explain the problems (causes and effects), give examples, and give suggestions for how young people can make a dimercise in the world. <b>W</b> , <b>Eq</b> ,
	Ev, H
М, Т	Students take the survey to valuate their own environmental footprint. <b>H</b> , <b>Eq</b> , <b>R</b> , <b>Ev</b> .
М, Т	Students use a checklist to ask each other how often they engage in certain environmentally safe/harmful activities. <b>H</b> , <b>R</b> ,
	Ev
м	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- <b>H</b> , <b>R</b> , <b>Ev</b>

М, Т	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
М, Т	Students describe a nature visual/picture/video (e.g., a healthy or damaged forest) and describe it in writing or speaking. <b>Eq</b> , <b>R</b>
М, Т	Students write a sentence about the cause-and-effect relationships they see represented by a graph or an illustration/infographic. <b>Eq, Ev</b>
М, Т	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 ssue to write about another environmental issue.
А, М	Students write in chunks (add-on a sentence every day). <b>Eq,</b> R
м	Students write a paragraph, and then accorporate transitions or conjunctions from a list when they are able. <b>Eq, R</b>
М, Т	Students edit each other's letters, using a holistic scoring guide. <b>R, Ev</b>
т	Students self-assess their performance task using NCSSFL-ACTFL-Can-do Statements to evaluate their growth and set new goals for themselves. <b>W</b> , <b>R</b> , <b>Ev</b> , <b>T</b>

# Resources:

 L'environnement et ses problèmes vus pas des français.

'https://enseigner.tv5monde.com/fiches-pedagogiques-f le/dans-le-parc-1416

- <u>https://enseigner.tv5monde.com/sites/enseigner.tv5mo</u> <u>nde.com/files/asset/document/adomania2-dansleparc-fi</u> <u>che-ens.pdf</u>
- fiche pédagogique: <u>https://www.lepointdufle.net/penseigner/lexique\_ec</u> <u>e-fiches-pedagogiques.htm</u>
- I'environnement en France: <u>https://ree.developpement-durable.gouv.fr.</u>
- le recyclage en France par recion: <u>https://www.youtube.com/wr.ch?v=r3VtRdMnzzY</u>
- L'environnement et le receclase du papier à la peine: <u>https://www.youtubr.com/vatch.v=rsHswMZmhVM</u>
- Ministère de l'agriculture et de l'alimentation: Interdiction de la culture des OGMs vs. autorisation de l'importation. <u>https://agriculture.gouv.fr/la-situation-des-ogm-en-franc</u> e#:~:text=La%20culture%20des%200GM%20%C3%A

e#:~:text=La%20culture%20des%20OGM%20%C3%A 0,interdite%20en%20France%20depuis%202008.&text =Ainsi%2C%20la%20loi%20n%C2%B0,vari%C3%A9t %C3%A9s%20de%20ma%C3%AFs%20g%C3%A9n% C3%A9tiquement%20modifi%C3%A9

