



Manhattan Center for Science and Math High School

LOTE Department Curriculum

Content/Discipline FRENCH 3

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question

Unit/Topics

- Course Introduction
- Classroom Expectations
- Review
- La Rentrée/ School Life

Understandings:

Students will understand...

- academic and socio-economic benefits of speaking multiple languages.
- academic and socio-economic benefits of learning French.
- classroom expectations and protocols, including emergency procedures.
- differences between French and U.S. schools that could make exchange students and other newcomers uncomfortable.
- vocabulary useful for the school context.

Essential Questions:

- How does our home environment reflect our culture?
- How does culture influence our home environment?
- How is our life different if we are raised in the city, suburb, a village, or the country?
- How is our life different if we are raised in a house, an apartment, a condo, etc.?
- How is our community experienced differently by various groups or cultures?
- How do target language cultures perceive our culture?
- How are cultural values reflected in school protocols and classroom expectations in different francophone countries?
- What similarities and differences are there between our school and schools in France?

SWBAT/Objectives

Students will be able to ...

- come to class prepared to learn.
- use appropriate protocol and French language to ask questions and understand classroom instructions.
- recall “question” vocabulary for socialization and ask classmates personal information and preferences.
- read articles on the advantages of learning French.
- describe the advantages of learning French.
- review French 1-2 vocabulary and present tense and imperative mood verb structures.
- respond appropriately during emergencies, whether drills or real.
- create a current school schedule in French.
- create a personal picture dictionary with school-related vocabulary.
- describe their favorite school subjects.

	<ul style="list-style-type: none"> • use <i>le futur proche (aller)</i> to say what they are going to do and use <i>le passé récent (venir de)</i> to say what they just finished doing. • use correct possessive adjectives—depending on gender and number—with school supplies, courses, clubs, sports, and other school-related vocabulary to show ownership. • recall “question” vocabulary and ask classmates about their schedules and courses in meaningful dialogs. • perform and evaluate student dialogs using the grading rubric for speaking. • read current French article and summarize main points using reading strategies for complex text. • appreciate cultural differences between US and French schools and complete Venn diagram on similarities and differences. • write a journal entry describing differences and similarities between our school and French schools.
Vocabulary/Key Terms	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • course objectives, expectations, and requirements. • appropriate French vocabulary, questions, and commands for everyday classroom needs. • how to get and give information on personal preferences. • emergency classroom procedures. • essential French 1-2 vocabulary and present tense verb structures. • appropriate classroom vocabulary, school supplies, courses/subjects, and clubs. • how to make a new student feel welcome by greeting warmly and conveying necessary information about the school. • appropriate letter writing formats including greetings and closings for various types of letters. • how to get and give information on school schedules, courses, and professors.
Assessments:	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Create posters to explain and validate reasons for studying French. • Use question prompts to engage in simple and complex socializing conversations in French. • Act out typical imperative expressions in French necessary for following classroom directions--charades. • Explain in writing emergency classroom procedures in French using imperative verb forms. • Create Bescherelle-type verb book with conjugations for 4 most common irregular verbs as well as regular –er, -ir, -re verb. • Complete review packets on French 1-2 basic vocabulary and expressions—numbers, colors, days, months, seasons, dates, times, greetings and introductions as well as alphabet and pronunciation. • Create a daily school schedule for classes, times, room numbers, teachers, and days in French. • Define and name parts of speech for school-related vocabulary. • Perform meaningful dialogs on school-related themes. • Complete Venn diagram on cultural similarities and differences between US and French schools. • Read and summarize main points of articles on schools in French-speaking countries. • Write a journal entry describing differences and similarities between our school and French schools. • EXAM—listening sections with multiple-choice questions following Regents-like Exam format. <p>Other Evidence:</p> <ul style="list-style-type: none"> • Students will reflect on the assignments and cultural concepts in their journals. • Students will understand and use French language for classroom routines. • Quizzes on classroom language and numbers, days, months, times, seasons, weather, and expressions. • 1,2,3 “How Well Did You Meet the Objectives?” closure strategy. • Exit cards—wrap us sentence completers.
Common Core	COMMON CORE STANDARDS:

<p>Standards:</p> <p>Differentiated Instruction:</p> <p>ELLs:</p> <p>SWDs:</p> <p>High-Achievers:</p>	<p>CCS ELA Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCS ELA Writing</p> <p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCS ELA Speaking and Listening</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>DIFFERENTIATED INSTRUCTION</p> <p>ELLs: Students will be able to make linguistic connections between French and their home language and English. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Students will also write reflective essays in their journals on linguistic and cultural connections.</p> <p>SWDs: Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p> <p>High-Achievers: Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers. Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.</p>
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	Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.
Resources/Books	C'est a Toi Level 1 and 2 with video and audio resources by EMC Publishing, French-English and French dictionaries

Homework: Per Teacher

 <p>Manhattan Center for Science and Math High School LOTE Department Curriculum</p>	
Content/Discipline FRENCH 3 http://mcsportal.net	
Marking Period 2	
Topic and Essential Question	
Unit/Topics	<ul style="list-style-type: none"> ➤ Passé composé with être and avoir ➤ Personal Identification <p>Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> • that each individual has unique biographical, physical, and psychological characteristics. • culture reflects the personal behavior, attitudes, relationships and nationalism, which are shared by a particular group. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does culture influence the way we describe ourselves? • How do members of the target culture view themselves in comparison to others?
SWBAT/Objectives	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • write sentences using the passé composé tense with être and avoir. • conjugate verbs in the passé composé with être and avoir. • use feminine and masculine forms of adjectives to describe themselves and others. • conjugate irregular verb venir and venir de (passé récent).
Vocabulary/Key Terms	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • how to conjugate verbs in the passé composé with être. • how to use the être house, DRMRSVANDERTRAMPP and the coming and going concept to determine which verbs are conjugated with être in the passé composé. • how to conjugate verbs in the <i>passé composé</i> with avoir. • essential Checkpoint A and Checkpoint B1 personal identification vocabulary, with an emphasis on descriptive adjectives. • feminine and masculine forms of descriptive adjectives.
Assessments:	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Complete <i>passé composé</i> with être handouts. • Complete passé composé with être fill-in-the blank and sentence quizzes. • Complete sentence handouts with passé composé with avoir verbs. • Create a verb book conjugating verbs in the present, imperative, passé composé with être, and passé composé with avoir

	<p>tenses/moods.</p> <ul style="list-style-type: none"> • Complete practice activities using descriptive adjectives. • Complete practice activities using irregular verbs venir, prendre and voir. • Add irregular verbs venir, prendre, and voir to their verb books in the present, imperative, and passé composé. • EXAM—Write a a descriptive 100-word essay describing their personalities, physical traits, character, interests, and hobbies. • Use the writing rubric to reflect on their writing, edit their essay, and rewrite with pictures to display. <p>Other Evidence:</p> <ul style="list-style-type: none"> • Students will reflect on the assignments and cultural concepts in their journals. • Students will understand and use French language for classroom routines. • Quizzes on classroom language and numbers, days, months, times, seasons, weather, and expressions. • 1,2,3 “How Well Did You Meet the Objectives?” closure strategy. • Exit cards—wrap us sentence completers.
<p>Common Core Standards:</p> <p>Differentiated Instruction:</p> <p>ELLs:</p> <p>SWDs:</p> <p>High-Achievers:</p>	<p>COMMON CORE STANDARDS:</p> <p>CCS ELA Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCS ELA Writing</p> <p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCS ELA Speaking and Listening</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>DIFFERENTIATED INSTRUCTION</p> <p>ELLs:</p> <p>Students will be able to make linguistic connections between French and their home language and English.</p> <p>Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.</p> <p>Students will also write reflective essays in their journals on linguistic and cultural connections.</p>

	<p>SWDs: Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p> <p>High-Achievers: Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers. Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
Resources/Books	C'est a Toi Level 1 and 2 with video and audio resources by EMC Publishing, French-English and French dictionaries



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Marking Period 3

Topic and Essential Question

Unit/Topics	<ul style="list-style-type: none"> ➤ Voyager à Québec ➤ Les Professions <p>Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> • that it is important for people to know how to use a variety of methods of transportation available to them. • that culture reflects modes of transportation, vacation time, destination, attitudes/values, lifestyle choices, and exchange programs, which are shared by members of a particular group. • that there are varying types of work opportunities to earn money and to find personal satisfaction. <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why travel to another country? • How do we become comfortable in a strange, new place? • How does travel influence our awareness of cultures? • How do our expectations of our travel destination influence our experience? • Why do people travel?
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	<ul style="list-style-type: none"> • How do we shape our decisions about our careers? • How can language study help us choose a career? • What are the implications of career choices? • How are different careers valued in the target culture?
SWBAT/Objectives	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • add travel vocabulary to Pictionary. • read articles in French and English on Quebec and answer questions on the reading. • conduct guided online research on Quebec. • plan a class trip to Quebec with PowerPoint including transportation, lodging, daily activities, food, and costs. • answer personal information and information about Quebec. • write a 100-word letter from Quebec to their family in French about their trip to Quebec. • conjugate verbs in the passé composé with être and avoir. • appreciate cultural differences between the US and Quebec. • use professions vocabulary to describe what different professions do. • describe what career they would like to have and why and ask others about their career choices.
Vocabulary/Key Terms	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • places of interest and historical details in Quebec. • travel related vocabulary. • how to plan a class trip to Quebec. • appropriate letter writing formats including greetings and closings for various types of letters. • feminine and masculine forms of professions.
Assessments:	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Complete C'est à Toi textbook Unit 1 grammar and culture quizzes and tests. • Complete guided online research handouts on Quebec points of interest and winter carnival. • Add travel vocabulary to their Pictionaries. • Read, summarize main points, and answer questions on articles about Quebec culture. • PROJECT—plan a class trip to Quebec including transportation, lodging, daily activities, food, and per person costs. Create and present a PowerPoint on their trip. • Complete passport pages with personal information and information on Quebec. • EXAM—Write a letter essay from Quebec using the passé composé to say where they went and what they did. • Use the writing rubric to reflect on their writing and edit their letter. • Create a postcard with their letter and appropriate images to include in their travel scrapbook. • Add professions vocabulary to personal Pictionary. <p>Other Evidence:</p> <ul style="list-style-type: none"> • Students will reflect on the assignments and cultural concepts in their journals. • Students will understand and use French language for classroom routines. • Quizzes on classroom language and numbers, days, months, times, seasons, weather, and expressions. • 1,2,3 “How Well Did You Meet the Objectives?” closure strategy. • Exit cards—wrap up sentence completers.
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