

Language: French 3HN

Name of Unit/Level: Les moments de la vie - Unit 1 - Niveau 3

Unit - Summative Performance Tasks	
Interpretive	
<ul style="list-style-type: none"> ● Students will watch an interview with a celebrity family in French and complete IPA listening task ● Students will create a fake social media profile for a person that they read about ● Students will read some magazine excerpts about famous French families online 	
Presentational	Interpersonal
<ul style="list-style-type: none"> ● Essay and oral presentation about future plans. ● Performance of part of a Fairy Tale continuation ● Essay on advantages and disadvantages of family vacations ● Class debate about sensationalization of the media and if reality tv shows of celebrity families are our new version of “fairy tales” 	<ul style="list-style-type: none"> ● Recorded and scored unscripted conversations as part of an IPA on the following topics <ul style="list-style-type: none"> ○ Future plans ○ Family Life ○ Childhood ○ Activities that I do in my free time in comparison with those French teens do
Unit - Can Do Statements	
Interpretive	<ul style="list-style-type: none"> ● I can understand an interview with a famous person. ● I can understand a short YouTube clip. ● I can understand the questions to complete a personal profile on a social media site. ● I can understand updates in entertainment magazines. ● I can understand the main idea of a biographical interview with a celebrity.
Presentational	<ul style="list-style-type: none"> ● I can participate in a performance of a skit or a scene from a play ● I can describe a place I have visited ● I can retell a children’s story ● I can describe what I plan to do next in my life. <ul style="list-style-type: none"> ○ I can make a presentation about what I plan to do next in my life. ● I can describe a childhood or past experience. ● I can present on something I learned from the media

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	<ul style="list-style-type: none"> • I can give a presentation on a famous person. • I can present a position in a formal debate. • I can write a simple summary about something I have researched.
Interpersonal	<ul style="list-style-type: none"> • I can give information about the activities I did. • I can be the first to start a conversation. • I can talk about my family history. • I can talk about jobs and career plans. • I can explain how life has changed since I was a child. • I can give a clear and detailed story about childhood memories, such as vacations and also answer questions about them.

Summary	Transfer	Mass. World Language Standards
<p>Students will focus on thinking about their lives as a child, their futures, and how society changes and shapes us.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Talk about childhood • Discuss plans for their future • Discuss some aspects of the changing nature of society • Read Fairy Tales in the target language • Read popular magazine articles 	<ul style="list-style-type: none"> • 1.15 Share personal reactions to authentic literary texts, such as letters, poems, plays, stories, novels, etc.* • 2.12 Read articles in a magazine, journal, or newspaper and understand main ideas • 2.15 Comprehend narration in present, past, and future* • 2.17 Comprehend audio and video texts • 3.14 State and support opinions to convince or persuade a listener or reader • 4.14 Identify interactions, patterns of social behavior, social norms, customs, holidays, and special events that are typical of the target

		<p>culture, and discuss how they reflect language and cultural perspectives*</p> <ul style="list-style-type: none"> ● 5.14 Discuss and analyze idiomatic expressions in the target language* ● 6.9 Compare folktales from the target culture and the students' own culture* ● 6.10 Compare, contrast, and exchange opinions on issues that are of contemporary or historical interest in the target culture and the students' own culture(s)*
Pacing /Number of weeks	Meaning	
5-6 weeks	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● People and society change over time. ● There are different tenses to use to express the past ● Francophone societies and American societies have similarities and differences 	<p>ESSENTIAL QUESTIONS</p> <ol style="list-style-type: none"> 1. Comment la vie des gens évolue-t-elle avec le temps?
Sources/Texts	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Regular and Irregular Present tense verbs ● Passe compose formation ● Imparfait formation ● How to choose passe compose vs. imparfait ● Future tense formation ● Conditional tense formation 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Writing in the present tense ● Choosing the correct past tense (passe compose vs. imparfait) ● Understanding cultural differences and similarities about the life of teenagers ● Retelling a story ● Discussing their personal narrative ● Talking about future plans

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| | <ul style="list-style-type: none">● Composition of French families● The Maisons des jeunes et de la Culture (Les MJC's)● Le Bac● L'enseignement supérieure en France | <ul style="list-style-type: none">● Debating if society has a new form of a fairy tale |
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