



## French 3 - Unit 1 - The Amazing Race

### Unit Focus

Welcome to the Amazing Race: Daniel Hand French Edition! In this first unit of French 3 students will become a part of the Amazing race France. Students will be divided into pairs and explore and present who they really are as a team. In previous years of French, students have explored their own identity, their identity as a student, and their family, but now they will explore who they are as a member of a team. The teams will participate in challenges/activities related to France and the Ivory Coast of Africa, ultimately culminating in creating their own Amazing Race: Daniel Hand French episode. Similar to the Amazing Race program, teams will also create a videobio of their Amazing Race team, showcasing who they are as a team. Throughout the course of the challenges, students will also be exposed to grammar topics relating to expressing themselves in the present that they can apply to their work. Let the games begin!

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<p><b>World Readiness Standards for Learning Languages</b> <i>World-Readiness Standards for Learning Languages (All)</i> <b>C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes</b></p> <ul style="list-style-type: none"> <li>• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions</li> <li>• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</li> <li>• C.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</li> </ul> <p><b>C.2 CULTURES - Interact with cultural competence and understanding</b></p> <ul style="list-style-type: none"> <li>• C.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.</li> <li>• C.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.</li> </ul> <p><b>C.3 CONNECTIONS - Connect with other disciplines and</b></p>	T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.	
	T2 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.	
	T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.	Q1 Who am I as a member of a group?
	U2 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)	Q2 What am I trying to say and how do I say it?
	U3 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)	Q3 What does the source or text say? What does it mean?
	U4 Effective readers, listeners, and viewers access texts in order to build knowledge in cultural context.	Q4 How do I use my target language to work with others to achieve a common goal?
		Q5 How do cultural products and practices reflect the beliefs and values of a people?
ACQUISITION OF KNOWLEDGE AND SKILL		
KNOWLEDGE	SKILLS	
K1 Basic greetings and Introductions	S1 Asking and responding to basic questions in order to get to know someone.	
K2 Present tense - regular verbs		

**STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS**

*acquire information and diverse perspectives in order to use the language to function in academic and career related situations*

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

*C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence*

- C.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.

**Student Growth and Development 21st Century Capacities Matrix**

*Collaboration/Communication*

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.
- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose.

K3 Present tense - irregular verbs

K4 Futur proche (aller + infinitive = going to \_\_\_\_)

K5 Various cultural elements relating to France, the Ivory Coast, and one other of student choice

K6 Direct object pronouns (le, la, les, l')

K7 Adjective use and agreement (BAGS)

S2 Working collaboratively to achieve a common objective.

S3 Reading and interpreting texts at the intermediate level.

S4 Using the present tense to communicate about identity and cultural practices.

S5 Expressing present and near future actions in context.

S6 Communicating with direct object pronouns at a beginning level.