



### Course Description

This course is designed for students who have mastered the structural and thematic concepts presented in French 2-H and who continue to be highly motivated to communicate in the target language. Students are exposed to higher order language structures and vocabulary through the textbook as well as through authentic resources such as news articles, excerpts from literature, video clips, film, audio files and on-line resources. Through this exposure, students will strive to improve their reading, writing, listening and speaking skills in French. Students can expect to engage in short conversations in French, work in partners and groups to do performance assessments, read and write higher level stories and essays in order to progress to the next level of language proficiency. By the end of the year, the student should have stronger receptive and productive language skills. Through the study of French, students will also gain cultural competence and will gain diverse perspectives and will make connections to their lives and to other disciplines through the curriculum. This course is taught increasingly in French. English may be used for clarification. The target proficiency level for students in this class is Intermediate Low.

### Communication Standards (Intermediate Low)

1. **Interpretive Communication** - In texts and conversations on topics that relate to students and their immediate environment, relying on understanding of simple sentences, supported by repetition and plain language, students:
  - a. Understand traits of multiple cultures and communities. (IL.1.a)
  - b. Understand the main idea and related information. (IL.1.b)
2. **Interpersonal Communication** - In conversations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students:
  - a. Respond to culturally diverse interlocutors, products, practices, and ideas by building connections and showing consideration for different ideas or opinions. (IL.2.a)
  - b. Understand, answer, and ask a variety of questions. (IL.2.b)
  - c. Initiate, maintain, and end conversations by understanding and creating language that conveys authentic, personal meaning. (IL.2.c)
3. **Presentational Communication** - In presentations on topics that relate to students and their immediate environment in a variety of settings, creating unconnected simple sentences, sometimes relying upon clarification and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students:
  - a. Demonstrate awareness and understanding of relevant topics, sources, themselves, and their audience. (IL.3.a)
  - b. Present information, raise awareness, and express personal preferences in culturally appropriate ways. (IL.3.b)
  - c. Explain their own authentic thoughts in culturally appropriate ways. (IL.3.c)
4. **Intercultural Communication** - In interactions in a variety of settings, creating unconnected simple sentences, sometimes relying upon repetition, clarification, and circumlocution, in such a way that speakers/signers of the language who are accustomed to engaging with language learners understand, students:
  - a. Refer to and ask questions about common products, practices, and/or perspectives familiar to an audience's or interlocutor's culture to demonstrate understanding and curiosity of a target-language culture and respect towards diversity. (IL.4.a)
  - b. Use appropriate learned gestures and behaviors. (IL.4.b)
  - c. Avoid major social blunders. (IL.4.c)



### Linguistic Cultures Standards (Intermediate Low)

5. **Cultures** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Analyze products and practices to help understand perspectives within the diverse cultures of the target-language communities. (IL.5.a)
  - b. Investigate, explain, and reflect on how culture affects identity. (IL.5.b)
  - c. Investigate, explain, and reflect on the similarities and differences of cultures over time. (IL.5.c)
6. **Comparisons** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Investigate, explain, and reflect on the nature of culture through comparisons of the diverse target-language cultures studied and their own by:
    1. Making comparisons between products, practices, and perspectives. (IL.6.a.1)
    2. Explaining how stereotypes and past and present treatment of groups and people shape their group identity and culture. (IL.6.a.2)
  - b. Investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own by:
    1. Interpreting, expressing, and comparing the meaning of idioms. (IL.6.b.1)
    2. Making comparisons of basic language forms. (IL.6.b.2)

### Lifelong Learning Standards (Intermediate Low)

7. **Connections** - In a variety of settings, using the target language exclusively or almost exclusively, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Incorporate age-appropriate, interdisciplinary vocabulary to understand, exchange, and present information from across content areas. (IL.7.a)
  - b. Understand, exchange, and present diverse perspectives and distinctive viewpoints from authentic age-appropriate materials. (IL.7.b)
8. **Communities** - In a variety of settings, using the target language to the greatest appropriate extent for the community-based situation, with appropriate linguistic scaffolding, students minimally but consistently:
  - a. Apply cultural and linguistic skills to participate in the school, local, and global community by:
    1. Engaging with resources and assets in the community such as individuals and organizations or technological tools to further investigate and enjoy target-language cultures. (IL.8.a.1)
    2. Identifying needs and/or injustices and designing and taking collective action to contribute to strong communities. (IL.8.a.2)
  - b. Become lifelong learners by:
    1. Using languages for enjoyment and enrichment and accessing and evaluating further opportunities for doing so. (IL.8.b.1)
    2. Interacting on a regular basis with speakers/signers of the target language to build diverse relationships. (IL.8.b.2)
    3. Explaining language education requirements for careers of interest. (IL.8.b.3)
    4. Setting goals for growth in these areas and reflecting upon progress. (IL.8.b.4)



Subject: French 3 – H

Units	Concepts/Skills	Key Activities May Include:
<b>Unit 1</b> <b><i>Vacation: lodging and activities</i></b>  September-October	<ul style="list-style-type: none"> <li>Compare typical differences between hotels in the US and various Francophone countries</li> <li>Plan a trip and examine various hotel options</li> <li>Pronoun replacement to refer to previously mentioned items</li> <li>Form adverbs based on their adjective knowledge</li> <li>Discuss differences between a typical youth hostel and a hotel as well as the benefits that each provides</li> <li>Examine the benefits of a tourism office and what help it can provide travelers</li> <li>Review passé composé and imparfait formation (both regular and irregular verbs)</li> <li>Begin to compare and contrast</li> <li>Expand vacation vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Create a skit where someone is checking into a hotel or calling to make reservations</li> <li>Speaking test - discuss and solve hotel needs and problems</li> <li>Write a comparison of hotels / youth hostels and what each offers</li> <li>Break apart a French fairytale by examining the tenses</li> <li>Present a trip taken or a past experience using both past tenses</li> <li>Create a mock television interview about a past event, including what major event(s) happened (passé composé) and providing background information (imparfait)</li> <li>Integrated performance assessments.</li> <li>Retell the major events of a movie using the past tenses.</li> <li>Vocabulary and grammar exercises, quizzes and tests</li> </ul>
<b>Unit 2:</b> <b><i>La santé</i></b>  November-December	<ul style="list-style-type: none"> <li>Health and Lifestyle information</li> <li>Impérative (commands)</li> <li>Compare and contrast differences in healthcare and pharmacies in Francophone countries compared to the US</li> <li>Learn irregular verbs in the souffrir / offrir / ouvrir family ("fake" er verbs)</li> <li>Read about Les Médecins Sans Frontières</li> </ul>	<ul style="list-style-type: none"> <li>a "How To" presentation where students explain and demonstrate something in front of the class</li> <li>Create and perform a skit of someone who is sick and visiting the doctor and the pharmacy</li> <li>Watch videos of doctors treating various illnesses / patients</li> <li>Integrated performance assessments.</li> <li>Vocabulary and grammar exercises, quizzes and tests</li> </ul>
<b>Unit 3:</b> <b><i>La Gastronomie</i></b>  January	<ul style="list-style-type: none"> <li>Review basic food vocabulary</li> <li>The partitive article (some of a whole item)</li> <li>Pronoun replacement to refer to previously mentioned items</li> <li>Learn pronoun placement rules when there are double object pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Create and film an instructional recipe tutorial</li> <li>Integrated performance assessments</li> <li>Vocabulary and grammar exercises, quizzes and tests</li> </ul>



Units	Concepts/Skills	Key Activities May Include:
<b>Unit 4:</b> <b><i>La technologie</i></b>  February-March	<ul style="list-style-type: none"> <li>le futur</li> <li>le conditionnel</li> <li>learn about different technological creations / advancements that originated in various Francophone countries</li> <li>Begin to work with if / then clauses</li> </ul>	<ul style="list-style-type: none"> <li>Create a Google Slides project that predicts what life will be like in 50 years</li> <li>Write a story that shows cause and effect (similar to the children's book "If You Give A Mouse A Cookie")</li> <li>Develop a tutorial instructing people how to use basic daily technology</li> <li>Integrated performance assessments.</li> <li>Vocabulary and grammar exercises, quizzes and tests</li> </ul>
<b>Unit 5:</b> <b><i>Le savoir-vivre et la Francophonie</i></b>  April	<ul style="list-style-type: none"> <li>Compare behavioral expectations in various Francophone societies and the US, as well as common faux pas</li> <li>Examine the differences in schooling and student expectations in various Francophone societies and the US</li> <li>Begin the use of the subjunctive with expressions of necessity and wanting</li> <li>Discuss the concept of "le tutoiement" et "faire la bise"</li> </ul>	<ul style="list-style-type: none"> <li>Create a skit that highlights common faux pas situations</li> <li>Compile a list of tips for someone planning a trip</li> <li>Vocabulary and grammar exercises, quizzes and tests</li> <li>Presentational speaking: study and present one Francophone country or region to the class along with a map and a menu of their cuisine</li> </ul>
<b>Unit 6:</b> <b><i>La ville et la campagne</i></b>  May-June	<ul style="list-style-type: none"> <li>Compare city life and country life in a Francophone country</li> <li>Give directions to various locations in a town and a rural village</li> <li>Ask questions to distinguish between two or more people or things</li> </ul>	<ul style="list-style-type: none"> <li>Create a map and use directions to get to various points on the map</li> <li>Presentational speaking assessment: compare life in the country and life in a village</li> <li>Create a skit / conversation where you have to avoid confusion</li> <li>clarify specifics (which one? that one over there or this one over here?)</li> <li>Vocabulary and grammar exercises, quizzes and tests</li> </ul>
<b>Unit 7:</b> <b><i>Le Petit Nicolas (optional unit)</i></b>  June	<ul style="list-style-type: none"> <li>Read various stories and compare them with the modern cartoon</li> <li>Compare Petit Nicolas stories with traditional American kids' stories</li> </ul>	<ul style="list-style-type: none"> <li>Create your own original Petit Nicolas story using the typical traits of the existing characters</li> </ul>

**Textbook**

- Bon Voyage! Levels 2 & 3***, by Conrad J. Schmitt and McGraw-Hill authors; published by Glencoe/McGraw-Hill