



Course: French III
Grade Level: 9-12
Unit 1

Course/Subject:
French III

Grade:
9-12

Unit 1
Leçons préliminaires

Suggested Timeline:
2 weeks

Grade Level Summary	This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.
Grade Level Units	Unit 1- Leçons préliminaires Unit 2- Un week-end en plein air Unit 3- Es-tu en forme? Unit 4- On s'amuse! Unit 5- Partons en vacances! Unit 6- Il y était une fois... Unit 7- Le monde du travail

Unit Title	Revision de Français II
Unit Summary	Review of grammar topics from French II course material

Unit Essential Questions:

- How do I apply level I & level II language skills in new contexts?

Key Understandings:

- Review present tense (regular and irregular verbs; dormir, offrir, recevoir, ouvrir, s'appeler, se lever), review past tense (passé composé and imperfect)
- Vocabulary from French I & II
- Basic grammatical structures ((reflexive & direct /indirect object) pronouns, articles (definite/indefinite/partitive), adjective agreement, contractions with à & de)
- Forming interrogatives and negative expressions
- Expressing comparisons and superlatives

Focus Standards Addressed in the Unit:

Standard Number	Standard Description
1.1, 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

2.1	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
3.1	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
4.1	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Important Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
1.1, 1.2, 1.3	<p>Communication</p> <p>Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</p> <p>Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>
2.1, 2.2	<p>Cultures</p> <p>Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>
3.1, 3.2	<p>Connections</p> <p>Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures</p>
4.1, 4.2	<p>Comparisons</p> <p>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>
5.1, 5.2	<p>Communities</p> <p>Standard 5.1: Students use the language both within and beyond the school setting.</p> <p>Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p>

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Informal (tu) vs. formal (vous), gender and number agreement with nouns, articles and adjectives, accents and when they are needed/used, “Qu’est-ce que vs. Est-ce que” 	<ul style="list-style-type: none"> Differentiating subject pronouns and gender of nouns Construct statements vs. questions in context Classify and implement accents on vowels

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Conjugations of -er, -ir, -re verbs; stem changers, and other irregulars from the present tense Vocabulary from French 1 & II Basic grammatical structures ((reflexive & DOP/IOP) pronouns, (definite, indefinite and partitive) articles, noun/adjective agreement) 	<ul style="list-style-type: none"> Conjugations in the present & past tenses of regular and irregular verbs with all six pronouns Apply vocabulary in reading, writing, listening and speaking activities Demonstrate correct articles and noun/adjective agreement in writing & speaking 	<ul style="list-style-type: none"> Communication Critical Thinking Competent

	<ul style="list-style-type: none"> • Create a variety of questions, in both affirmative and negative, using interrogatives 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Conjugation • Agreement • Direct/indirect 	<ul style="list-style-type: none"> • Cognate • Article • Interrogative 	<ul style="list-style-type: none"> • Pronoun • Contractions • Reflexive
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Review of French I & II unit assessment (summative) • Speaking & listening assessment(s)

Interdisciplinary Connections:

- Mathematics with review of numbers
- Geography with review of Francophone countries
- Parts of speech
- Art and literature/language studies

Additional Resources:

- Textbook, audio, workbook, online resources

Created By: Northern York County School District World Language Department



Course: French III
Grade Level: 9-12
Unit 2

Course/Subject:
French III

Grade:
9-12

Unit 2
Un week-end en plein air

Suggested Timeline:
4 weeks

Grade Level Summary

This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Leçons préliminaires
Unit 2- Un week-end en plein air
Unit 3- Es-tu en forme?
Unit 4- On s'amuse!
Unit 5- Partons en vacances!
Unit 6- Il y était une fois...
Unit 7- Le monde du travail

Unit Title

Un week-end en plein air

Unit Summary

- Discussing what happened
- Describing circumstances
- Tell what you will do and wonder what will happen
- Passé composé and imparfait, être en train de, the future and the verb courir

Unit Essential Questions:

1. In recounting a story, how do we use the two past tenses appropriately?
2. When can you use "être en train de" with the past tense?
3. What does a complex sentence look like when using a conjunction such as "être en train de"?
4. What are the steps to conjugating in the future tense?
5. What is the difference in meaning between the future tense and the near future (learned in French 1)?
6. In what ways is courir an irregular verb?

Key Understandings:

1. The passe compose and the imparfait (how to use each individually and together)
2. Être en train de (to be doing something simultaneously)
3. The future tense
4. The verb courir

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

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4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Important Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Passe compose vs. imparfait (usage simultaneously/choosing when to use each) Near future vs. future tense 	<ul style="list-style-type: none"> Passe compose - concrete, distinct, finished actions Imparfait - habitual, ongoing, description-based actions Comparison of meaning and conjugation differences

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Conjugation (and distinction) of -er, -ir, -re verbs; stem changers, and other irregulars in passe 	<ul style="list-style-type: none"> Conjugations in the present & past tenses of regular and irregular verbs with all six pronouns 	<ul style="list-style-type: none"> Communication Creative Competent

compose, imparfait and future tenses. • Camping and nature vocabulary terms • Using “etre en train de” for simultaneous actions	• Apply vocabulary in reading, writing, listening and speaking activities • Demonstrate correct past participle agreement in passe compose • Communicate in complex sentences using a variety of conjunctions, filler-words, and sequential vocabulary.	
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Academic Vocabulary:

• Conjugation • Agreement • (Near) future	• Sequence/ Chronological • Past Participle • Stem	
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Evidence: Assessments and Performance Task(s)

• Chapter 7 assessment (summative) • Speaking & listening assessment(s)	
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Interdisciplinary Connections:

- Mathematics with review of numbers
- Geography of African Francophone countries
- Parts of speech
- Environment & biology
- Art and literature/language studies

Additional Resources:

- Textbook
- Audio program and listening packet
- Workbook
- Vocabulary lists and flashcards
- Powerpoints
- Authentic print and audio sources
- Online resources
 - YouTube videos
 - Webquests
 - Alexa
 - Quizlet & Kahoot

Created By: Northern York County School District World Language Department



Course: French III
Grade Level: 9-12
Unit 3

Course/Subject:
French III

Grade:
9-12

Unit 3
Es-tu en forme?

Suggested Timeline:
4 weeks

Grade Level Summary

This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Lecons preliminaires
Unit 2- Un week-end en plein air
Unit 3- Es-tu en forme?
Unit 4- On s'amuse!
Unit 5- Partons en vacances!
Unit 6- Retour de vacances
Unit 7- Le monde du travail

Unit Title

Es-tu en forme?

Unit Summary

- Ask and tell how you feel
- Describe symptoms and give advice
- Complain about health and give advice
- Sympathize with someone
- Subjunctive & Conditional
- Si clauses

Unit Essential Questions:

1. What is the subjunctive mood and how does it differ from the indicative mood, seen in levels 1-2?
2. When is the conditional more appropriate in the cultural context?
3. How do the conditional and future compare and contrast in structure and meaning?
4. What is a dependent and independent clause?

Key Understandings:

1. The subjunctive (with necessity and emotions)
2. The conditional tense
3. Si clauses (if clauses)

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

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Important Standards Addressed in the Unit:

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5.1, 5.2	Communities Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Indicative vs. subjunctive mood Dependent vs. independent clauses 	<ul style="list-style-type: none"> Subjunctive is used when discussing necessity and knowing which expressions need to have the subjunctive tense Dependent clauses following an independent clause in the subjunctive mood

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
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<ul style="list-style-type: none"> • Conjugation (and distinction) of -er, -ir, -re verbs; stem changers, and other irregulars in subjunctive and conditional tenses. • Health and body vocabulary terms • Using “if” clauses to construct complex sentences with grammar changes. 	<ul style="list-style-type: none"> • Conjugations in the present & past tenses of regular and irregular verbs with all six pronouns • Apply vocabulary in reading, writing, listening and speaking activities • Communicate in complex sentences using a variety of conjunctions, filler-words, and sequential vocabulary. 	<ul style="list-style-type: none"> • Communication • Creative • Competent
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Academic Vocabulary:

<ul style="list-style-type: none"> • Conjugation • Stem 	<ul style="list-style-type: none"> • Subjunctive • Conditional • Si clauses 	
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Chapter 8 assessment (summative) • Speaking & listening assessment(s)
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Interdisciplinary Connections:

- Mathematics with review of numbers
- Geography of African Francophone countries
- Health & wellness
- Parts of speech
- Art and literature/language studies

Additional Resources:

- Textbook
- Audio program and listening packet
- Workbook
- Vocabulary lists and flashcards
- Powerpoints
- Authentic print and audio sources
- Online resources
 - YouTube videos
 - Webquests
 - Alexa
 - Quizlet & Kahoot

Created By: Northern York County School District World Language Department



Course: French III
Grade Level: 9-12
Unit 4

Course/Subject:
French III

Grade:
9-12

Unit 4
On s'amuse!

Suggested Timeline:
4 weeks

Grade Level Summary

This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Lecons preliminaires
Unit 2- Un week-end en plein air
Unit 3- Es-tu en forme?
Unit 4- On s'amuse!
Unit 5- Partons en vacances!
Unit 6- Retour de vacances
Unit 7- Le monde du travail

Unit Title

On s'amuse!

Unit Summary

- Asking for and giving information
- Ask about preferences and recommend and advise against something
- Relative pronouns
- Present participles
- Interrogative and demonstrative pronouns
- Comparatives and superlatives

Unit Essential Questions:

1. How are the relative pronouns used in different sentences?
2. How are present participles used in English?
3. How are the present participles used in French?
4. What are the interrogative pronouns and how are they used in a sentence?
5. What are demonstrative pronouns and how do you distinguish when to use them?

Key Understandings:

1. Properly using the relative pronouns in sentences?
2. Present participles and how they are used in the sentence
3. Interrogative pronouns and demonstrative pronouns

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
1.1, 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
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Important Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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5.1, 5.2	Communities Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Using interrogative question words in place of the pronouns Putting the to be verb with the participle Caractère is a cognate 	<ul style="list-style-type: none"> Using interrogative pronouns properly Conjugating the verb in the present participle to make the sentence make sense Caractère means a person's nature or temperament and personnage means a literary character.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • Present participles • Relative pronouns • Interrogative pronouns • Demonstrative pronouns 	<ul style="list-style-type: none"> • Using the present participle properly to discuss what is taking place • Using the relative pronouns to link the clauses • Properly using the demonstrative and interrogative pronouns 	<ul style="list-style-type: none"> • Communication • Creative • Competent

Academic Vocabulary:

<ul style="list-style-type: none"> • Conjugation • Stem 	<ul style="list-style-type: none"> • Present participles • Relative pronouns • Interrogative & demonstrative pronouns 	
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Chapter 9 assessment (summative) • Speaking & listening assessment(s)
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Interdisciplinary Connections:

- Mathematics with review of numbers
- Geography of French regions
- Technology
- Parts of speech
- Art and literature/language studies

Additional Resources:

- Textbook
- Audio program and listening packet
- Workbook
- Vocabulary lists and flashcards
- Powerpoints
- Authentic print and audio sources
- Online resources
 - YouTube videos
 - Webquests
 - Alexa
 - Quizlet & Kahoot

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Course: French III
Grade Level: 9-12
Unit 5

Course/Subject:
French III

Grade:
9-12

Unit 5
Partons en vacances!

Suggested Timeline:
4 weeks

Grade Level Summary

This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.

Grade Level Units

Unit 1- Lecons preliminaires
Unit 2- Un week-end en plein air
Unit 3- Es-tu en forme?
Unit 4- On s'amuse!
Unit 5- Partons en vacances!
Unit 6- Retour de vacances
Unit 7- Le monde du travail

Unit Title

Partons en vacances!

Unit Summary

- Asking about vacation
- Saying what you would do if you could
- Expressing necessity and asking about what has to be done
- Object pronouns
- Conditional and si clauses
- Subjunctive

Unit Essential Questions:

1. How do you use the object pronouns to avoid repetition?
2. How is the conditional used?
3. How is the subjunctive conjugated and used?
4. When do you use the passé composé and when do you use the imparfait?

Key Understandings:

1. Object pronouns
2. Conditional tense
3. Subjunctive
4. Passé composé and imparfait tenses and when to use them

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Countries in French do not have genders or have any differentiation when it comes to articles There is only one verb in French for “to visit” Rester means to rest. 	<ul style="list-style-type: none"> Countries in French have to agree with the articles and there are genders in French English only has one verb meaning to visit. Students will think visiter is to visit, but it refers to visiting a place and visiting a person (rendre visite à). Rester means to remain or to stay and to rest in French is se reposer or se relaxer.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices

<ul style="list-style-type: none"> • Subjunctive • Conditional • Passé composé and imparfait 	<ul style="list-style-type: none"> • Conjugations of the subjunctive and conditional • Passé composé and imparfait 	<ul style="list-style-type: none"> • Communication • Creative • Competent
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Academic Vocabulary:

<ul style="list-style-type: none"> • Conjugation • Stem 	<ul style="list-style-type: none"> • Countries in French • Geography terms 	
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Evidence: Assessments and Performance Task(s)

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- Chapter 10 assessment (summative)
 - Speaking & listening assessment(s)
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Interdisciplinary Connections:

- Mathematics with review of numbers
 - Geography of Francophone countries & other European countries
 - Parts of speech
 - Art and literature/language studies
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Additional Resources:

- Textbook
 - Audio program and listening packet
 - Workbook
 - Vocabulary lists and flashcards
 - Powerpoints
 - Authentic print and audio sources
 - Online resources
 - YouTube videos
 - Webquests
 - Alexa
 - Quizlet & Kahoot
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Created By: Northern York County School District World Language Department



Course: French III
Grade Level: 9-12
Unit 6

Course/Subject:
French IV

Grade:
9-12

Unit 6
Il y était une fois...

Suggested Timeline:
4 weeks

Grade Level Summary	French IV is a continuation of the study of the vocabulary, grammar and francophone cultures studied in French I, II, and III. It is designed to further strengthen the student's command of spoken and written French. Language components, as outlined and described in the National Foreign Language Standards, continue to be addressed. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French-speaking world. French IV provides greater opportunity for creative, self expression. French literature is introduced throughout the course, providing numerous topics for both oral and written discussion. The successful completion of this course will serve as a foundation for advanced language study.
Grade Level Units	Unit 1- Leçons préliminaires Unit 2- Un week-end en plein air Unit 3- Es-tu en forme? Unit 4- On s'amuse! Unit 5- Partons en vacances! Unit 6- Il y était une fois... Unit 7- Le monde du travail

Unit Title	Il était une fois...
Unit Summary	<ul style="list-style-type: none"> Setting scene, continuing and ending a story Relating a sequence of events Tell what happened to someone else

Unit Essential Questions: <ol style="list-style-type: none"> What are the common elements in tales, legends and fables? How do we write stories using the literary past tense? In what ways does using sequential language elevate our stories in writing and speaking? 	Key Understandings: <ol style="list-style-type: none"> Conjugate to the passé simple Review relative pronouns and their formation with "ce" Describing a series of events with the past perfect and past infinitive Demonstrate mastery of variety of past tenses by way of creating a children's book
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Focus Standards Addressed in the Unit:

Standard Number	Standard Description
1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

	Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.2	Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Important Standards Addressed in the Unit:

1.1, 1.2, 1.3	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Le héros vs. l'héroïne 	<ul style="list-style-type: none"> Revision of key pronunciation - le héros has an aspirated h and l'héroïne does not.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> What is the passe simple and how is it used? Relative pronouns with "ce" Past perfect conjugations Past infinitive formation 	<ul style="list-style-type: none"> Conjugate to the passe simple Review relative pronouns and their formation with "ce" Describing a series of events with the past perfect and past infinitive 	<ul style="list-style-type: none"> Communication Critical Thinking Creativity

Academic Vocabulary:

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| <ul style="list-style-type: none">• Contes de fées, legendes, fables | <ul style="list-style-type: none">• Infinitive• Past participle | <ul style="list-style-type: none">• Past perfect• Passe simple• Relative pronoun |
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Evidence: Assessments and Performance Task(s)

- Summative assessment by way of:
 - Writing (story, fable, legend etc.)
 - Listening assessment
 - Oral storytelling
-

Interdisciplinary Connections:

- Mathematics with review of numbers
 - Geography of French-speaking Africa
 - Parts of speech
-

Additional Resources:

- Textbook, audio, workbook, online resources
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Created By: Northern York County School District World Language Department



Course: French III

Grade Level: 9-12

Unit 7

Course/Subject:
French III

Grade:
9-12

Unit 7
Le monde du travail

Suggested Timeline:
4 weeks

Grade Level Summary	This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.
Grade Level Units	Unit 1- Leçons préliminaires Unit 2- Un week-end en plein air Unit 3- Es-tu en forme? Unit 4- On s'amuse! Unit 5- Partons en vacances! Unit 6- Il y était une fois... Unit 7- Le monde du travail

Unit Title	Le monde du travail
Unit Summary	<ul style="list-style-type: none"> • Ask about future plans • Make polite requests • Make a phone call • Write a formal letter

Unit Essential Questions: <ol style="list-style-type: none"> 1. What career will you have in the future? 2. What other verbs are conjugated like conduire? 3. How do exchanges (orally and/or written) compare and contrast with American culture? 	Key Understandings: <ol style="list-style-type: none"> 1. The future 2. The feminine form of nouns 3. The verb conduire 4. The present participle 5. Courtesy with conditional
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
1.1, 1.2	Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
2.1, 2.2	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

	Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1	Standard 5.1: Students use the language both within and beyond the school setting.

Important Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
1.1, 1.2, 1.3	Communication Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics. Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2.1, 2.2	Cultures Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3.1, 3.2	Connections Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures
4.1, 4.2	Comparisons Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5.1, 5.2	Communities Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> Words ending in “-eur” that refer to professions - such words do not all have the same endings for their feminine form 	<ul style="list-style-type: none"> Some change the -eur to -euse (serveur/serveuse), some change to -rice (traducteur/traductrice) and some simply stay the same (professeur)

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> Conjugation (and distinction) of -er, -ir, -re verbs; stem changers, and other irregulars in the future tenses. 	<ul style="list-style-type: none"> Conjugations in the future and conditional tenses of regular and irregular verbs with all six pronouns 	<ul style="list-style-type: none"> Communication Critical thinking Conscientious

<ul style="list-style-type: none"> • Conjugation and implementation of conduire (as well as similar verbs). • Using the conditional to make formal requests 	<ul style="list-style-type: none"> • Apply vocabulary in reading, writing, listening and speaking activities • Communicate in complex sentences using a variety of conjunctions, filler-words, and sequential vocabulary. 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Conjugation • Stem • Subordinate clause 	<ul style="list-style-type: none"> • Future / future perfect • Profession • Résumé (CV- curriculum vitae) 	<ul style="list-style-type: none"> • Le lettre de motivation
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Chapter 2 assessment (summative) • Speaking & listening assessment(s)
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Interdisciplinary Connections:

- Mathematics with review of numbers
- Business (career-based) writing
- Geography of France
- Parts of speech
- Art and literature/language studies

Additional Resources:

- Textbook, audio, workbook, online resources

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