

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:	Key Understandings:
How do I apply level I & level II language skills in new contexts?	 Review present tense (regular and irregular verbs; dormir, offrir, recevoir, ouvrir, s'appeler, se lever), review past tense (passe compose and imperfect) Vocabulary from French I & II
	 3. Basic grammatical structures ((reflexive & direct /indirect object) pronouns, articles (definite/indefinite/partitive), adjective agreement, contractions with à & de) 4. Forming interrogatives and negative expressions
	5. 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.

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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.
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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
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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:	
• 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"	 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	
 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) 	 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 	 Communication Critical Thinking Competent 	

	 Create a variety of questions, in both affirmative and negative, using interrogatives 	
cademic Vocabulary: Conjugation Agreement	CognateArticle	Pronoun Contractions

Evidence: Assessments and Performance Task(s)

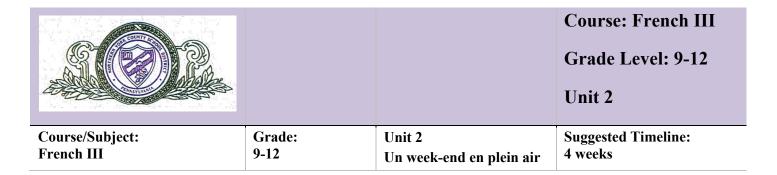
- Review of French I & II unit assessment (summative)
- Speaking & listening assessment(s)

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



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	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:	Key Understandings:	
 In recounting a story, how do we use the two past tenses appropriately? When can you use "etre en train de" with the past tense? What does a complex sentence look like when using a conjunction such as "etre en train de"? What are the steps to conjugating in the future tense? What is the difference in meaning between the future tense and the near future (learned in French 1)? In what ways is courir an irregular verb? 	 The passe compose and the imparfait (how to use each individually and together) Etre en train de (to be doing something simultaneously) The future tense The verb courir 	

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Misconceptions:	Proper Conceptions:	
 Passe compose vs. imparfait (usage simultaneously/choosing when to use each) Near future vs. future tense 	 Passe compose - concrete, distinct, finished actions Imparfait - habitual, ongoing, description-based actions Comparison of meaning and conjugation differences 	

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
Conjugation (and distinction) of -er, -ir, -re verbs; stem changers, and other irregulars in passe	Conjugations in the present & past tenses of regular and irregular verbs with all six pronouns	CommunicationCreativeCompetent

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, fillerwords, and sequential vocabulary.

Academic Vocabulary:

Conjugation
Agreement
(Near) future
Sequence/ Chronological
Past Participle
Stem

Evidence: Assessments and Performance Task(s)

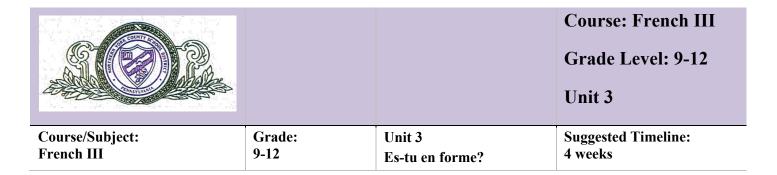
- Chapter 7 assessment (summative)
- Speaking & listening assessment(s)

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



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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)

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Misconceptions:	Proper Conceptions:
Indicative vs. subjunctive moodDependent vs. independent clauses	 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

- 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.
- 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, fillerwords, and sequential vocabulary.
- Communication
- Creative
- Competent

Academic Vocabulary:

Conjugation
Stem
Subjunctive
Conditional
Si clauses

Evidence: Assessments and Performance Task(s)

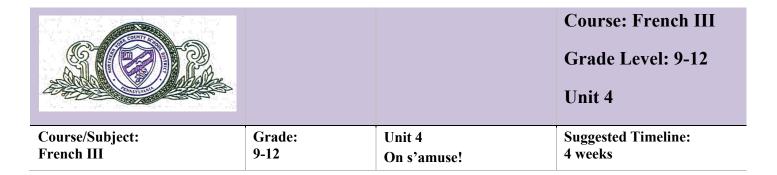
- Chapter 8 assessment (summative)
- Speaking & listening assessment(s)

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

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Misconceptions:	Proper Conceptions:
 Using interrogative question words in place of the pronouns Putting the to be verb with the participle Caractère is a cognate 	 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
 Present participles Relative pronouns Interrogative pronouns Demonstrative pronouns 	 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 	CommunicationCreativeCompetent
cademic Vocabulary:		
cademic Vocabulary: Conjugation	Present participles	
<u> </u>	 Present participles Relative pronouns Interrogative & demonstrative 	

Evidence: Assessments and Performance Task(s)

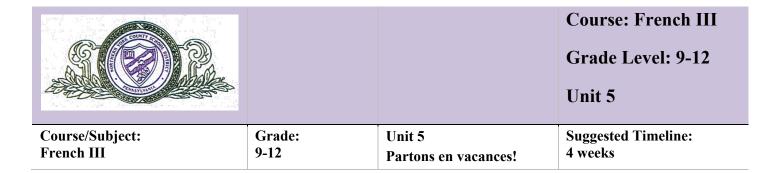
- Chapter 9 assessment (summative)
- Speaking & listening assessment(s)

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
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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

Object pronouns
Conditional tense Subjunctive Passé composé and imparfait tenses and when to use them

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Misconceptions:	Proper Conceptions:
 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. 	 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

SubjunctiveConditionalPassé composé and imparfait te	 Conjugations of the subjunctive and conditional Passé composé and imparfait 	CommunicationCreativeCompetent
ademic Vocabulary:		
Conjugation	Countries in French	

Interdisciplinary Connections:

• Mathematics with review of numbers

Chapter 10 assessment (summative) Speaking & listening assessment(s)

- Geography of Francophone countries & other European countries
- Parts of speech
- Art and literature/language studies

Additional Resources:

- Textbook
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			Course: French III Grade Level: 9-12 Unit 6
Course/Subject:	Grade:	Unit 6 Il y était une fois	Suggested Timeline:
French IV	9-12		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	 Setting scene, continuing and ending a story Relating a sequence of events Tell what happened to someone else 	

Unit Essential Questions:	Key Understandings:	
1. What are the common elements in tales, legends and	1. Conjugate to the passé simple	
fables?	2. Review relative pronouns and their formation with "ce"	
2. How do we write stories using the literary past tense?	3. Describing a series of events with the past perfect and past	
3. In what ways does using sequential language elevate our	infinitive	
stories in writing and speaking?	4. Demonstrate mastery of variety of past tenses by way of	
	creating a children's book	

Focus Standards Addressed in the Unit:		
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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 Standar	ds 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.

Important Standards Addressed in the Unit:		
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Misconceptions:	Proper Conceptions:
Le héros vs. l'héroïne	 Revision of key pronunciation - le héros has an aspirated h and l'héroïne does not.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
 What is the passe simple and how is it used? Relative pronouns with "ce" Past perfect conjugations Past infinitive formation 	 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 	 Communication Critical Thinking Creativity

Contes de fées, legendes, fables • Infiniti • Past pa	F
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• 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



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	 Ask about future plans Make polite requests Make a phone call Write a formal letter

Unit Essential Questions:	Key Understandings:
1. What career will you have in the future?	1. The future
2. What other verbs are conjugated like conduire?	2. The feminine form of nouns
3. How do exchanges (orally and/or written) compare and	3. The verb conduire
contrast with American culture?	4. The present participle
	5. Courtesy with conditional

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, 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.

Standard Number	Standard Description
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:	
 Words ending in "-eur" that refer to professions - such words do not all have the same endings for their feminine form 	• 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
Conjugation (and distinction) of -er, -ir, -re verbs; stem changers, and other irregulars in the future tenses.	Conjugations in the future and conditional tenses of regular and irregular verbs with all six pronouns	 Communication Critical thinking Conscientious

Conjugation and implementation • Apply vocabulary in reading, writing, of conduire (as well as similar listening and speaking activities verbs). • Communicate in complex sentences Using the conditional to make using a variety of conjunctions, fillerwords, and sequential vocabulary. formal requests Academic Vocabulary: Conjugation Future / future perfect Le lettre de motivation Stem Profession Subordinate clause Résumé (CV- curriculum vitae)

Evidence: Assessments and Performance Task(s)

- Chapter 2 assessment (summative)
- Speaking & listening assessment(s)

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