



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: French 3		Length of Course: 30 cycles	
Grade Level(s): 11 - 12		Periods Per Cycle: 6	
Units of Credit: 1		Length of Period: 43 minutes	
Classification: Elective		Total Instructional Time: 129 hours	
Course Description			
This course is designed to present the language in its natural order: listening, speaking, reading, and writing. The students will acquire vocabulary and grammar while applying listening, speaking, reading, and writing skills to fundamental daily expressions of the target language. The students will identify and recognize cultural aspects of several places where the target language is spoken. The students will both learn new and review past verb tenses that can be applied in specific situations and with specific vocabulary. Proper pronunciation and intonation will also be stressed.			
Instructional Strategies, Learning Practices, Activities, and Experiences			
vText/eBook Maps Songs Vocabulary Technology	Communication Activities Games Discussion SuperSite Access Via Internet Formative Assessment Activities Enrichment Activities	Videos Listening Activities Question/Answer White Boards iPads Remediation Activities	
Assessments			
Self-Directed Class Activities Quizzes Class Participation Formative Assessments	Group Activities Exams Verbal Communication Activities Post-remediation Assessments	Homework Projects Written Communication Activities	

Materials/Resources

Primary Source: D'accord! II Vista Higher Learning © 2015
Ancillary Sources from D'accord! I Vista Higher Learning © 2015 and Allez, Viens! French II Holt, Rinehart and Winston © 2006

Technology: Audio Compact Discs, Interactive CD-ROM Tutor, Video Program and DVD Tutor, One-Stop Planner with Test Generator

Print: Teaching Proficiency through Reading (TPR), Storytelling Book, Communicative Activity Book, Grammar Workbook, Grammar Tutor, Reading Strategies and Skills Handbook, Cahier d'activités Workbook, Teaching Transparencies, Exploratory Guide, Testing Program, Alternative Assessment Guide, Standardized Assessment Tutor, Student Make-Up Assignments Book

Adopted: 01/27/1988

Revised: 09/03/1991, 7/21/1999, 8/17/2005, 2/7/18; 5/21/18

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Review	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Essential Question: How can one review and properly use information covered in French 2?	Specific Learning Objectives (70% is minimum that must be achieved): The students will be able to show understanding of concepts learned in French 2 by completing in-class activities. - The students will be able to identify the following vocabulary concepts with 70% accuracy: - Celebrations/Occasions - Clothing - Vacations - Hotels - Houses/Furniture - Chores - Market food items - Meals - Daily routines - Health - The students will be able to identify the following grammar concepts with 70% accuracy: - Demonstrative adjectives - Passé composé with avoir and être - Direct and indirect object pronouns -re verbs (regular and irregular) - Adverbs - Imperfect v. passé compose - Savoir and connaître - Venir and recent past - Time frames (depuis, pendant, il y a) - Devoir, vouloir, and pouvoir - Comparative and superlative - Reflexive verbs - Pronouns y and en

Review (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication <u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives <u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives <u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons <u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning

La Technologie (Technology)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Essential Question: How does one discuss technology in France?	Specific Learning Objectives (70% is minimum that must be achieved): - The students will be able to discuss technology by using French vocabulary related to technology and the Internet. - The students will be able to identify 70% of technology-related terms on a given list. - The students will be able to give (say and spell) 70% of technology-related terms given orally and in pictures. - The students will be able to describe pictures and their own use of technology by using related vocabulary with 70% accuracy. - The students will be able to discuss technology in France by explaining how it has changed over the past 40 plus years. - The students will be able to research and describe three changes that have occurred in technology in France. - The students will be able to research and give two similarities and two differences between technology in France and in the U.S. - The students will be able to discuss technology-related activities by using prepositions with infinitives. - The students will be able to list at least six verbs that do not need a preposition when followed by an infinitive. - The students will be able to list at least six verbs that use the preposition à when followed by an infinitive. - The students will be able to list at least six verbs that use the preposition de when followed by an infinitive. - The students will be able to discuss pictures and their own use of technology by using nouns with infinitives with 70% accuracy. - The students will be able to discuss technology-related activities by using reciprocal verbs. - The students will be able to list at least ten reciprocal verbs. - The students will be able to fill in blanks with correct forms of reciprocal verbs with 70% accuracy. - The students will be able to discuss technology-related activities by using reciprocal verbs with 70% accuracy. - The students will be able to discuss cars and related items by using French vocabulary. - The students will be able to identify 70% of automobile-related terms on a given list. - The students will be able to give (say and spell) 70% of automobile-related terms given orally and in pictures. - The students will be able to describe pictures and their own use of cars by using related vocabulary with 70% accuracy.

La Technologie (Technology) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	6. The students will be able to describe cars in France by comparing them to those in the U.S. • The students will be able to research and give three different car brands popular in France. • The students will be able to research and give two similarities and two differences between cars in France and in the U.S. 7. The students will be able to discuss car advertisements by using the verbs ouvrir and offrir. • The students will be able to fill in blanks with correct forms of the verbs ouvrir and offrir with 70% accuracy. • The students will be able to discuss advertisements by using the verbs ouvrir and offrir with 70% accuracy. 8. The students will be able to discuss what they would do in situations by using the conditional. • The students will be able to discuss situations in which the conditional can be used. • The students will be able to fill in blanks with verbs conjugated in the conditional with 70% accuracy. • The students will be able to discuss what would happen in situations by using the conditional with 70% accuracy. 9. The students will be able to describe the country of Belgium by giving specific information about the country and its ties to France. • The students will be able to research and give at least ten facts about the country of Switzerland. • The students will be able to research and give at least five connections between Switzerland and France.

La Technologie (Technology) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
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En Ville (Life in a City)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Essential Question: How does one discuss errands in France?	Specific Learning Objectives (70% is minimum that must be achieved): - The students will be able to discuss errands done in town by using French vocabulary. - The students will be able to identify 70% of errands on a given list. - The students will be able to give (say and spell) 70% of errands given orally and in pictures. - The students will be able to describe pictures and their own errands by using related vocabulary with 70% accuracy. - The students will be able to discuss shopping in France by comparing it to that in the U.S. - The students will be able to research and give at least three specifics about shopping in France. - The students will be able to give at least one similarity and two differences between shopping in France and in the U.S. - The students will be able to discuss activities in town by using the verbs voir, croire, recevoir, and apercevoir. - The students will be able to fill in blanks with the correct forms of these verbs with 70% accuracy. - The students will be able to discuss activities in pictures that they do in town by using these verbs with 70% accuracy. - The students will be able to discuss activities in town by using negative and affirmative expressions. - The students will be able to list at least seven negative expressions. - The students will be able to fill in blanks with correct negative expressions with 70% accuracy. - The students will be able to create their own phrases with negative expressions with 70% accuracy. - The students will be able to give directions to places in town by using French vocabulary. - The students will be able to identify 70% of directions and related-terms on a given list. - The students will be able to give (say and spell) 70% of directions and related-terms given orally and in pictures. - The students will be able to describe pictures and directions pertinent to them by using related vocabulary with 70% accuracy.

En Ville (Life in a City) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	6. The students will be able to discuss towns and villages in France by comparing and contrasting the two. • The students will be able to give definitions for both towns and villages. • The students will be able to research and give at least one similarity and two differences between towns and villages in France. 7. The students will be able to discuss what they will be doing in town by using the simple future. • The students will be able to fill in blanks with correct forms of the simple future with 70% accuracy. • The students will be able to discuss pictures and what they will do by using the simple future with 70% accuracy. 8. The students will be able to describe the province of Quebec by giving specific information about the province and its ties to France. • The students will be able to research and give at least ten facts about the province of Quebec. • The students will be able to research and give at least five connections between Quebec and France.

En Ville (Life in a City) Continued	
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L'avenir et les Métiers (Future Career)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Essential Question: How does one discuss the future in France?	Specific Learning Objectives (70% is minimum that must be achieved): - The students will be able to discuss getting a job by using office-related vocabulary. - The students will be able to identify 70% of office-related terms on a given list. - The students will be able to give (say and spell) 70% of office-related terms given orally and in pictures. - The students will be able to describe pictures and their own goals by using related vocabulary with 70% accuracy. - The students will be able to discuss phone usage in France by comparing it to that in the U.S. - The students will be able to research and give five pieces of information about phone usage in France. - The students will be able to research and give two similarities and two differences between phone usage in France and in the U.S. - The students will be able to discuss future plans by using the simple future with quand and dès que. - The students will be able to fill in blanks with the correct forms of the simple future with quand and dès que with 70% accuracy. - The students will be able to discuss pictures and their own plans by using the simple future with quand and dès que with 70% accuracy. - The students will be able to ask questions by using the interrogative pronoun le quel. - The students will be able to fill in blanks with the correct forms of the pronoun le quel with 70% accuracy. - The students will be able to ask questions by using the pronoun le quel with 70% accuracy. - The students will be able to discuss future plans by giving professions in French. - The students will be able to identify 70% of professions on a given list. - The students will be able to give (say and spell) 70% of professions given orally and in pictures. - The students will be able to describe pictures and their own goals by using related vocabulary with 70% accuracy.

L'avenir et les Métiers (Future Career) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	6. The students will be able to discuss unions and strikes in France by comparing them to those in the U.S. • The students will be able to research and give at least six facts about unions and strikes in France. • The students will be able to research and give two similarities and three differences between unions and strikes in France and in the U.S. 7. The students will be able to discuss what would happen under specific circumstances by using si clauses with the conditional. • The students will be able to fill in blanks with correct forms of the conditional with si clauses with 70% accuracy. • The students will be able to discuss what would happen under specific circumstances in pictures and in other situations by using the conditional with 70% accuracy. 8. The students will be able to connect phrases by using the relative pronouns qui, que, dont, and où. • The students will be able to differentiate between the relative pronouns qui, que, dont, and où with 70% accuracy. • The students will be able to fill in blanks with the correct pronoun with 70% accuracy. 9. The students will be able to describe the countries of Algeria, Morocco, and Tunisia by giving specific information about the province and its ties to France. • The students will be able to research and give at least ten facts about these countries. • The students will be able to research and give at least five connections between these countries and France.

L'avenir et les Métiers (Future Career) Continued	
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	<u>COMMUNICATION</u> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes. 1.1 ~ Interpersonal Communication 1.2 ~ Interpretive Communication 1.3 ~ Presentational Communication <u>CULTURES</u> Interact with cultural competence and understanding. 2.1 ~ Relating Cultural Practices to Perspectives 2.2 ~ Relating Cultural Products to Perspectives <u>CONNECTIONS</u> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations. 3.1 ~ Making Connections 3.2 ~ Acquiring Information and Diverse Perspectives <u>COMPARISONS</u> Develop insight into the nature of language and culture in order to interact with cultural competence. 4.1 ~ Language Comparisons 4.2 ~ Cultural Comparisons <u>COMMUNITIES</u> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world. 5.1 ~ School and Global Communities 5.2 ~ Lifelong Learning

L'espace Vert (The Environment)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Essential Question: How does one discuss the environment in France?	Specific Learning Objectives (70% is minimum that must be achieved): 1. The students will be able to talk about the environment by using French vocabulary. • The students will be able to identify 70% of environmental terms on a given list. • The students will be able to give (say and spell) 70% of environmental terms given orally and in pictures. • The students will be able to describe pictures and their own environment by using related vocabulary with 70% accuracy. 2. The students will be able to describe the ecological movement in France by comparing it to that in the U.S. • The students will be able to research and give at least five facts about the ecological movement in France. • The students will be able to research and give at least two similarities and two differences between the ecological movement in France and in the U.S. 3. The students will be able to answer questions by using demonstrative pronouns. • The students will be able to differentiate between the different demonstrative pronouns. • The students will be able to fill in blanks with correct demonstrative pronouns with 70% accuracy. • The students will be able to answer questions with demonstrative pronouns with 70% accuracy. 4. The students will be able to give subjective views by using the subjunctive. • The students will be able to give situations where the subjunctive can be used. The students will be able to fill in blanks with correct forms of verbs conjugated in the subjunctive with 70% accuracy. • The students will be able to describe pictures and give subjective views by using the subjunctive with 70% accuracy. 5. The students will be able to talk about nature by using French vocabulary. • The students will be able to identify 70% of nature-related terms on a given list. • The students will be able to give (say and spell) 70% of nature-related terms given orally and in pictures. • The students will be able to describe pictures and their own environment by using nature-related vocabulary with 70% accuracy.

L'espace Vert (The Environment) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	6. The students will be able to discuss national parks in France by comparing them to those in the U.S. • The students will be able to research and give at least five facts about national parks in France. • The students will be able to research and give at least two similarities and two differences between national parks in France and in the U.S. 7. The students will be able to compare quantities by using the comparative and superlative with nouns. • The students will be able to list the three terms to compare quantities. • The students will be able to fill in blanks with the correct terms to compare quantities given with 70% accuracy. • The students will be able to compare quantities given or pertinent to them by using comparatives with 70% accuracy. 8. The students will be able to describe the regions of west and central Africa by giving specific information about the regions. • The students will be able to research and give at least ten facts about these regions. • The students will be able to research and give at least five connections between these regions and France.

L'espace Vert (The Environment) Continued	
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Les Arts (Arts)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Essential Question: How does one discuss art in France?	Specific Learning Objectives (70% is minimum that must be achieved): - The students will be able to talk about the performing arts by using French vocabulary. - The students will be able to identify 70% of art-related terms on a given list. - The students will be able to give (say and spell) 70% of art-related terms given orally and in pictures. - The students will be able to describe pictures and their understanding of performing arts by using related vocabulary with 70% accuracy. - The students will be able to discuss the theater in France by comparing it to that in the U.S. - The students will be able to research and give at least five pieces of information about the theater in France. - The students will be able to research and give at least two similarities and two differences between theaters in France and in the U.S. - The students will be able to express doubt, disbelief, and uncertainty by using the subjunctive. - The students will be able to specify situations that would require the use of the subjunctive. - The students will be able to fill in blanks with correct forms of verbs conjugated in the subjunctive with 70% accuracy. - The students will be able to describe pictures and give subjective views by using the subjunctive with 70% accuracy. - The students will be able to discuss what belongs to people by using possessive pronouns. - The students will be able to list twenty-one possessive pronouns. - The students will be able to fill in blanks with the correct possessive pronouns with 70% accuracy. - The students will be able to explain possession in pictures and in their own lives by using possessive pronouns with 70% accuracy. - The students will be able to discuss films, books, and television by using French vocabulary. - The students will be able to identify 70% of media-related terms on a given list. - The students will be able to give (say and spell) 70% of media-related terms given orally and in pictures. - The students will be able to describe pictures and their understanding of media by using related vocabulary with 70% accuracy.

Les Arts (Arts) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	6. The students will be able to discuss art from Haiti by giving information and popular examples. • The students will be able to research and give at least ten pieces of information about the island of Haiti. • The students will be able to research and give at least three examples of artists and pieces of art from the island of Haiti. 7. The students will be able to describe the islands the Antilles and Polynésie française by giving specific information about the regions. • The students will be able to research and give at least ten facts about these regions. • The students will be able to research and give at least five connections between these regions and France.

Les Arts (Arts) Continued	
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