

French III Curriculum

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French III Curriculum

I. Course Description

French III is designed for students who have successfully completed French 1 and French 2. Students will strengthen their knowledge already acquired in the previous two years. Students will also learn how to speak and write in different tenses and acquire the necessary skills to communicate in French.

Reading and speaking correctly will be the main goal in the classroom. A correct use of grammar will also be reinforced.

Additional emphasis will be placed on cultural topics in France and French-speaking countries, including current events, the arts and the French influence in the United States and around the world. Students will identify major French art work, literature, historical landmarks and other cultural aspects of the French-speaking world.

II. Course Objectives/Outline

Students will be able to:

NJSLS 7.1: World Languages:

Students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Strand A: Interpretive Mode:

- Students will be able to understand and communicate at the sentence level.
- Identify the main idea and some supporting details when reading.
- Understand the gist and some supporting details of conversations dealing with everyday life.
- Infer the meaning of some unfamiliar words when used in familiar contexts. (7.1.IM.A.1)
- Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (7.1.IM.2)
- Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects and daily activities. (7.1.IM.A4)
- Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. (7.1.IM.A.8)

Strand B: Interpersonal Mode:

- Use digital tools to participate in short conversations and exchange information related to variety of familiar topics and some unfamiliar topics. (7.1.IM.B.1)
- Give and follow a series of oral and written directions, commands, and requests for participating in age-and level- appropriate classroom and cultural activities in familiar and some unfamiliar situations. (7.1.IM.B.2)
- Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (7.1.IM.B.4)
- Engage in short conversations about personal experiences or events, topics situated in other content areas, and some unfamiliar topics and situations. (7.1.IM.B.5)

Strand C: Presentational Mode:

- Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on target themes to be shared virtually with a target language audience. (7.1.IM.C.1)
- Dramatize student-created and/or authentic short plays, skits, poems, songs, stories or reports. (7.1.IM.C.2)
- Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. (7.1.IM.C.3)
- Compare the cultural perspectives of the target culture(s) with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each. (7.1.IM.C5)

III. Methods of Student Evaluation

Students will be evaluated using the following assessments:

- 1- Written Quizzes and Tests
- 2- Oral Quizzes and Tests
- 3- Special projects—PowerPoint, Posters, Presentations, and Essays
- 4- Class participation
- 5- Homework Evaluation and Completion
- 6- Worksheet Evaluation and Completion

IV. List of Textbooks, Instructional Materials and Software

Textbook: Discovering French Nouveau (Blanc 2)

Workbooks: Discovering French Nouveau (Blanc 2) Workbook

Software: Discovering French Nouveau CDs and DVDs

Library Skills: Researching and gathering pertinent information regarding a given topic.

V. Instructional Strategies

- Conduct class entirely in French.
- Read aloud. Improve reading skills via group and independent reading.
- Use readings as catalysts for conversations growing in complexity and range.
- Interactive language task.
- Create and maintain a world language atmosphere where the use of English is considered a breach of etiquette.
- Reinforce grammar patterns taught in French 1 and French 2.
- Utilize more complex grammar patterns through readings.
- Refine writing skills through frequent in class writing activities.
- Use various methods of differentiated instruction.

VI. Scope and Sequence

SKILL TO BE LEARNED:

- Become more proficient in speaking proper French.
- Become more proficient in reading French.
- Become more proficient in writing French.
- Become more proficient in using past tense.
- Become more proficient in using simple future tense.
- Strengthen listening skills by using CDs and DVDs.
- Learn how to research a topic.
- Develop presentation skills.
- Develop co-operative learning.
- Become familiar with classical French painting

SKILL LEVEL:

- Reinforced & Developed In Depth
- Reinforced & Developed In Depth
- Reinforced and Developed In Depth
- Reinforced and Developed In Depth
- Introduced
- Developed In Depth
- Developed In Depth
- Reinforced & Developed in Depth
- Reinforced & Developed In Depth
- Introduced

VII. Pacing Chart

First Marking Period: Unit 2:

1. Describing weekend plans in the city.
2. Describing weekend plans in the countryside.
3. The verb **prendre**.
4. Domestic and other animals.
5. Expressions of present and future time.
6. The verbs **mettre**, **permettre** and **promettre**.
7. The verb **voir**.
8. Describing past events. The passé compose with avoir.
9. The passé compose with être

Second marking period: Unit 3:

1. Talking about meals and setting the table.
2. Café foods and vegetables.
3. The verb **boire**.
4. Fruits and vegetables.
5. The verb préférer and the verb **vouloir**.
6. Expressions of quantity.
7. Partitive articles.
8. Expressions of quantity with **de**.
9. The adjective **tout**.
10. The verbs **devoir** and **pouvoir**.
11. The expression **il faut**.
12. Field trip to a French restaurant ; **La Bonne Soupe**.

Third marking period: Unit 4 :

1. Extending, accepting and turning down invitations.
2. Talking about concerts and movies.
3. Describing people and places.
4. The verb **connaître**.
5. Object pronouns; **le**, **la** & **les**.
6. The verb **savoir**.
7. Asking others for assistance.
8. Object pronouns ; **me**, **te**, **nous** & **vous**.
9. Verbs using direct pronouns.
10. The verbs **écrire**, **lire** and **dire**.
11. Expressions used in letters.

Fourth marking period: Unit 4

1. Writing a letter to a friend.
2. Talking about losing and finding things.
3. Verbs used to talk about possessions.
4. Object pronouns in the **passé composé**.
5. Reading about Louis XIV.
6. Louis XVI.
7. Napoléon Bonaparte.
8. The French revolution.
9. Classical French painting.
10. A visit to the Metropolitan Museum of New York.

French III

VIII. Student Handout

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Proficiencies

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