

# Perris Union High School District

## Course of Study

### A. COURSE INFORMATION

<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">French III</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input checked="" type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other	<b>Grade Level</b> <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; height: 20px; width: 100%;"></div>	Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">300321 / 300322</div> (To be assigned by Educational Services)	<b>Credential Required to teach this course:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <i>Single subject or specific supplementary Auth: Foreign language aligned with language of instruction</i> </div> <p style="text-align: center;"><i>To be completed by Human Resources only.</i></p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 60%; text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;">           11/18/24            Date         </div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 2px; width: 60%;">CalPADS CODE</div> <div style="border: 1px solid black; padding: 2px; width: 30%; text-align: center;">9132</div> </div>	
<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <b>Was this course <u>previously approved by UC</u> for PUHSD?</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Submitted by: Ann Campbell</b> <b>Site: Paloma Valley High School</b> <b>Date: 01/15/24</b>	<b>Unit Value/Length of Course:</b> <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction		01/24/24
Asst. Superintendent of Educational Services		
Governing Board		

<b>Prerequisite(s) (REQUIRED):</b>
French II
<b>Corequisite(s) (REQUIRED):</b>
NONE
<b>Brief Course Description (REQUIRED):</b>
French III is a college preparatory course for students who have successfully completed French I and French II. French III reviews all material learned previously. New grammar includes expansion in present, past, future indicative, as well as present of subjunctive and imperative tenses. Vocabulary focuses on idioms and words used in everyday situations. All four linguistic modalities (listening, speaking, reading, and writing) are stressed in order to increase fluency and self-confidence in the target language.

**B. COURSE CONTENT**

<b>Course Purpose (REQUIRED):</b> <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
Students will develop intermediate to advanced level skills in listening, reading, writing and speaking through a variety of instructional activities. The second year expands on the student's ability to speak the language with greater fluency; emphasis will be placed on oral communication in the target language on a regular basis in order to enhance the student's linguistic abilities. Proficiency in reading comprehension is increased through the use of short stories, articles and selected works of literature. Students also practice composition skills by writing short paragraphs and short essays on selected topics. Students continue to develop cultural understanding and awareness of the people and cultures studied. Emphasis is placed on preparing students to take the Advanced Placement French IV class and exam.
<b>Course Outline (REQUIRED):</b> <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
Detailed description of topics covered. All historical knowledge is expected to be empirically based giving examples. Show examples of how the text is incorporated into the topics covered.

Materials: Textbook: T'es branché 3 / EMC World Languages

Students will learn the skills presented in the following units:

### **Unit 1: How do we change from childhood to adulthood?**

During this unit, students will learn how to communicate, explain, and give opinions more clearly with another person. This includes explaining locations, explaining events, sharing emotions, talking about childhood, and expressing about education and work. Students will also review the present tense of regular and irregular verbs.

#### **Lesson A:**

##### Vocabulary:

Human emotions

Teen destinations

##### Functions:

Say where I met someone, advise someone, tell someone no to worry, describe how something appears

##### Culture:

Teen socialization, scouting, poetry slams

##### Structure:

Present tense of regular -er, -ir, and -re verbs, present tense of irregular verbs, "depuis" + present tense

Reading: Read the following selections from the textbook.

Vendredi Soir (p.3)

Rencontres Culturelles: Comment tu le trouves? (p.6-7)

Points de Départ: Modes de vie des adolescents. Le Scoutisme, Slam Poésie (p.8-9)

Le Réseau social de Zach: Read the passage and complete the sample. (p.17)

##### Writing:

- Vendredi Soir (p.3)- Write a response to the questions about the reading.
- Rencontres Culturelles: Comment tu le trouves? (p.6-7)- Write a response to the questions about the reading.
- Points de Départ: Modes de vie des adolescents, Le Scoutisme, Slam Poésie (p.8-9)- Write a response to the questions about the reading.
- Le Réseau social de Zach: Read the passage and complete the sample. (p.17)- Write a response to the questions about the reading.
- **End of Lesson Writing:** Write 2 paragraphs comparing your life and the life of adolescents in France. Research what young people in France like and then compare it to what you like, what you dislike, etc (p.19).

#### **Lesson B:**

##### Vocabulary:

Different types of families, childhood games and activities

##### Functions:

Say what I discovered, explain how something happened, ask for a suggestion

##### Culture:

different types of families in France, la francophonie the PACA region, Africa

Structure:

Irregular verb courir, passé composé avoir, imperfect tense, imperfect & passé composé

Reading: Read the following selections from the textbook.

Martin s'ennuie? (p.22)

Chere Mamy (p.25)

Rencontres Culturelles: L'enfance de Karim (p. 26-27)

Points de Départ: L'enfance en France, la famille, les familles en Afrique, Provence-Alpes-Côte d'Azur (28-31)

Writing:

- Martin s'ennuie? (p.22)- Write a response to the questions about the reading.
- Chere Mamy (p.25)- Write a response to the questions about the reading.
- Rencontres Culturelles (p. 26-27)- Write a response to the questions about the reading.
- Points de Depart (28-31) - Write a response to the questions about the reading.
- **End of Lesson Writing:** Students will write a personal narrative about an important moment in their life (p.45).

**Lesson C:**

Vocabulary:

weddings

Functions:

Say I don't care, express where I'd like to work

Culture:

Prep schools & prestigious universities, civil & religious marriage ceremonies, marriage in the the Maghreb

Structure:

Conditional, conditional with "si", future tense

Reading: Read the following selections from the textbook.

Jean-Pierre et Marie-France vont se marier (p.47)

Rencontres Culturelles (p.49)

Points de Départ (p.50-53): L'enseignement supérieur en France, Le mariage: fête civile et fête religieuse

Lecture Thématique: Les Petits enfants du siècle (p.63)

Writing:

- Rencontres Culturelles: Elodie va assister à un mariage (p.49)- Respond in writing to the questions about the reading.
- Points de Départ: L'enseignement supérieur en France, Le mariage; fête civil et fête religieuse (p.52): Respond in writing to the prompts.
- **End of Lesson Writing:** Choose a French-speaking country. Write a composition about that country's family structure, childhood, and marriage traditions. Start by researching the country online and begin your writing by proving a definition of sociology in the introductory paragraph. Then, begin to explain about the country's traditions. In the next paragraph, talk about the family structures, marriage traditions, etc (pg. 67).

## **Unit 2: What is universal in human relationships?**

During this unit, students will learn how to invite and respond to invitations, talk about holidays, ask for help and respond to a request for help, dining etiquette, eating habits, and French cuisine. They will also review interrogative pronouns and direct object pronouns, as well as the use of relative pronouns.

### **Lesson A:**

#### Vocabulary:

Christmas eve dinner

#### Functions:

Talking on the phone, inviting someone, responding affirmatively to an invitation, saying that something works out

#### Culture:

Christmas eve holiday traditions, Ramadan (l'Aïd et-Fitr)

#### Structure:

Interrogative pronouns, direct object pronouns

Reading: Read the following selections from the textbook.

Absente a Noel (p.76)

Rencontres Culturelles (p.79-80): Une invitation

Points de Départ (p.81-83): Le Réveillon de Noël, La bûche de Noël, Les Fêtes au Maghreb

#### Writing:

- Absente a Noel (p.76)-- Write a response to the questions about the reading.
- Rencontres Culturelles (p.79-80): Une invitation-- Write a response to the questions about the reading.
- Points de Départ (p.81-83): Le Réveillon de Noël, La bûche de Noël, Les Fêtes au Maghreb- Write a response to the questions about the reading.
- End of Lesson Writing: Write a card to a French-speaking friend celebrating an upcoming holiday or event. Write a message and send the card (pg. 89).

### **Lesson B:**

#### Vocabulary:

Descriptions, shapes, sizes, material

#### Functions:

Ask for help, respond to a request for help, ask someone to pass me something

#### Culture:

Classic French cooking, "new" style cooking

#### Structure:

Indirect object pronouns, c'est vs. il/elle

Reading: Read the following selections from the textbook.

On fait un gâteau (p.93)

Rencontres Culturelles: On fait la cuisine (p.96)

Points de Départ: La Cuisine Française (p.97-98)

Julia Child (p.99)

#### Writing:

- On fait un gâteau (p.93): Faites une liste des ustensiles.
- Rencontres Culturelles: On fait la cuisine (p.96): Write a response to the questions about the reading.
- Points de Depart: La Cuisine Française (p.97-98): Write a response to the questions about the reading.
- Julia Child (p.99): Write a response to the questions about the reading.
- **End of Lesson Writing:** Find a simple recipe online that interests you. Film yourself making this recipe and then write the steps needed to create this recipe and list all the ingredients with metric measures.

### **Lesson C:**

#### Vocabulary:

Topics of conversation

#### Functions:

Express what I can't keep myself from doing, say someone is correct, ask about dinner table topics

#### Culture:

Rules of French table etiquette

#### Structure:

Relative pronouns "qui, que", relative pronouns "ce qui, ce que"

#### Reading:

La Politique et l'économie (p.108)

Rencontres Culturelles (p.110-111): On ne parle pas politique à table!

Points de Depart (p.112): Manieres de table

#### Writing:

- La Politique et l'économie (p.108)- Write a response to the questions about the reading.
- Rencontres Culturelles (p.110-111): On ne parle pas politique à table!- Write a response to the questions about the reading.
- Points de Depart (p.112): Manieres de table- Write a response to the questions about the reading.
- **End of Lesson Writing:** Look online for a political subject that interests you. Prepare a list of 4 political parties in France. For each party, express the ideas they represent (and why they are for or against other ideas). Write a mini biography about a French politician that you agree with most and how/why you agree with their particular political stance (pg. 128).

### **Unit 3: How do French communities conserve their traditions?**

During this unit, students will learn how to talk about their ancestors and where they settled, discuss the goals and services of the Alliance française, begin a fairy tale, discuss cultural stories, respond to an introduction and give a compliment. They will also review pronouns, double object pronouns, and reflexive verbs.

### **Lesson A:**

#### Vocabulary:

Extended family members, states in the USA

#### Functions:

Say where my ancestors came from, say where my ancestors settled

#### Culture:

Alliance Française and their outreach programs, French immigration to Québec, French-Canadian immigration to New England

Structure:

Pronouns “y & en”, double object pronouns

Reading:

Un Long Voyage (p.140)

Rencontres Culturelles: Les ancêtres de Justin (p.143-144)

Points de Départ: L'Alliance Française

Writing:

- Un Long Voyage (p.140)- Write a response to the questions about the reading.
- Rencontres Culturelles: Les ancêtres de Justin (p.143-144)- Write a response to the questions about the reading.
- Points de Départ: L'Alliance Française- Write a response to the questions about the reading.
- **End of Lesson Writing:** Write an essay explaining what is your ancestors' country of origin, when they came to America, how they traveled here, where they initially settled, and why they left their country of origin. Students can talk about their parents, grandparents, or great-grandparents. Please include images of the country of origin and of ancestors (pg. 155).

**Lesson B:**

Vocabulary:

Types of stories, words from North African children's stories

Functions:

Start a fairy tale

Culture:

Tunisia, immigration of Maghrebins to France, overview of Maghrebin fairy tales

Structure:

Pronominal verbs

Reading:

Un cours pour la future prof (p.160)

Rencontres culturelles: Un conte maghrébin (p.163-164)

Points de Depart: La Fracophonie (p.165-167)

Writing:

- Un cours pour la future prof (p.160)- Write a response to the questions about the reading.
- Rencontres culturelles: Un conte maghrébin (p.163-164) - Write a response to the questions about the reading.
- Points de Depart: La Fracophonie (p.165-167)- Write a response to the questions about the reading.
- **End of Lesson Writing:** Write a fairy tale. Choose a familiar fairy tale, but put it in modern times. Or, you can research online about different fairy tales from French-speaking African countries. Tell the story using your own words but change the ending to be original. Use transitions in the story to improve your writing (pg.173).

**Lesson C:**

Vocabulary:

Types of housing

Functions:

Respond to an introduction, say where I grew up, give a compliment

Culture:

Public housing and public assistance

Structure:

Comparative adverbs, superlative of adverbs

Reading:

À l'agence immobilière (p.177)

Rencontres Culturelles: Le premier appartement d'Adja (p.179)

Points de Départ: Les HLM, Les Allocations Familiales, Le Sénégal (p.180-182)

Writing:

- À l'agence immobilière (p.177)- Write a response to the questions about the reading.
- Rencontres Culturelles: Le premier appartement d'Adja (p.179)- Write a response to the questions about the reading.
- Points de Départ: Les HLM, Les Allocations Familiales, Le Sénégal (p.180-182)- Write a response to the questions about the reading.
- **End of Lesson Writing:** Find a place in France that you would like to live (home or apartment). Print a photo of the place. Write a paragraph about the changes that you would like to make to the place (pg. 188).

**Unit 4: What do you need to know about your destination to make the trip successful?**

During this unit, students will learn how to ask for an opinion and respond appropriately, explain responsibilities and expectations, communicate activities, and discuss regions of France. They will also use the present participle and negative expressions, review the use of subjunctive of regular and irregular verbs, and use the subjunctive after personal expressions.

**Lesson A:**

Vocabulary:

Sports and activities to do on vacation

Functions:

Ask someone's opinion, react positively & negatively to someone's opinion,

Culture:

Reunion island, Corsica, Chamonix & ski destinations

Structure:

Present participle, negation, other negation

Reading:

Ah, le plein air! (p.203)

Rencontres Culturelles: LEs prochaines vacances (p.206-207)

Points de Depart: La Reunion, La Corse, Chamonix et le Mont Blanc, Les Alpes (p.208-211)

Writing:

- Ah, le plein air! (p.203)- Write a response to the questions about the reading.



- Rencontres Culturelles: Les prochaines vacances (p.206-207)- Write a response to the questions about the reading.
- Points de Départ: La Reunion, La Corse, Chamonix et le Mont Blanc, Les Alpes (p.208-211)- Write a response to the questions about the reading.
- End of Lesson Writing: A family friend is spending time in Corsica and they sent you an email in French (see the email on page 220). Write and email back to them based on their original email (pg. 220).

### **Lesson B:**

#### Vocabulary:

At the ski resort, ski clothing & equipment

#### Functions:

Say what I must do, tell someone they have an opportunity to do something, say what I was expecting

#### Culture:

Haute Savoie's traditions and specialities, ski school, the city of Annecy

#### Structure:

Savoir v. connaître, subjunctive of regular verbs, "il faut que", subjunctive of irregular verbs

#### Reading:

Je m'y attendais (p.223)

Rencontres Culturelles: Les classes de neige (p.226)

Points de Départ: La Savoie, Les classes de neige, Annecy (p. 227- 229)

#### Writing:

- Je m'y attendais (p.223)- Write a response to the questions about the reading.
- Rencontres Culturelles: Les classes de neige (p.226)- Write a response to the questions about the reading.
- Points de Départ: La Savoie, Les classes de neige, Annecy (p. 227- 229)- Write a response to the questions about the reading.
- End of Lesson Writing: Think about somewhere you dream of visiting. Write a blog post about this destination. Research your dream destination and, in your blog post, give advice about how to prepare for a vacation here and about different "don't miss" spots to visit. Use the subjunctive and the phrase "il faut que" (pg. 239).

### **Lesson C:**

#### Vocabulary:

Other winter sports, travel planning expressions

#### Functions:

Say I'm doing something different from other people, tell someone to avoid injury

#### Culture:

Volunteer travel experiences in francophone countries

#### Structure:

Subjunctive after impersonal expressions

#### Reading:

Les Préparatifs de départ (p.242)

Rencontres Culturelles: Un weekend en famille (p.244)

Points de Départ: Les station de ski (p.245)

Writing:

- Les Préparatifs de départ (p.242)- Write a response to the questions about the reading.
- Rencontres Culturelles: Un weekend en famille (p.244)- Write a response to the questions about the reading.
- Points de Départ: Les station de ski (p.245)- Write a response to the questions about the reading.
- **End of Lesson Writing:** Create a story with 6 illustrations. Draw and write about a ski school you are attending in the Alps. Write legends under each illustration explaining your story and telling about the adventures the teens in your ski school group are having (pg. 259).

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

**Unit 1, Lesson A**

- Vendredi Soir (p.3)- Write a response to the questions about the reading.
- Rencontres Culturelles: Comment tu le trouves? (p.6-7)- Write a response to the questions about the reading.
- Points de Départ: Modes de vie des adolescents, Le Scoutisme, Slam Poésie (p.8-9)- Write a response to the questions about the reading.
- Le Réseau social de Zach: Read the passage and complete the sample. (p.17)- Write a response to the questions about the reading.
- **End of Lesson Writing:** Write 2 paragraphs comparing your life and the life of adolescents in France. Research what young people in France like and then compare it to what you like, what you dislike, etc (p.19).

**Unit 1, Lesson B**

- In a group, research the city of Nice. Create a webpage dedicated to attractive tourists to Nice. You need a “home” page with general information, a variety of photos, 4-6 different places to visit, write a paragraph about the city of Nice and local places, provide a restaurant review, or a review of a local tourist location. (pg. 44)
- Students will write a personal narrative with the prompt below (p.45).
- **End of Lesson Writing:** Write a personal narrative about a moment in your life that had an impact on you. Describe what happened, your feelings about it, and what you discovered about yourself. Use the *passé composé* and the *imparfait* in your writing (p.45).

**Unit 1, Lesson C**

- Jean-Pierre et Marie-France vont se marier (p.47): After reading the selection, respond to the question in a paragraph in French.
- Rencontres Culturelles: Elodie va assister à un mariage (p.49)- Respond in writing to the questions about the reading.
- Points de Départ: L'enseignement supérieur en France, Le mariage; fête civil et fête religieuse (p.52): Respond in writing to the prompts.
- **End of Lesson Writing:** Choose a French-speaking country. Write a composition about that country's

family structure, childhood, and marriage traditions. Start by researching the country online and begin your writing by providing a definition of sociology in the introductory paragraph. Then, begin to explain about the country's traditions. In the next paragraph, talk about the family structures, marriage traditions, etc (pg. 67).

### **Unit 2, Lesson A**

- Absente a Noel (p.76)- Respond in writing to the questions about the reading.
- Rencontres Culturelles (p.79-80): Une invitation- Respond in writing to the questions about the reading on p.79.
- Points de Départ (p.81-83): Le Réveillon de Noël, La bûche de Noël, Les Fêtes au Maghreb- Respond, in writing, to the questions about the reading on p. 82.
- **End of Lesson Writing:** Write a card to a French-speaking friend celebrating an upcoming holiday or event. Write a message and send the card (pg. 89).

### **Unit 2, Lesson B**

- On fait un gâteau (p.93): Faites une liste des ustensiles.
- Rencontres Culturelles: On fait la cuisine (p.96): Write a response to the questions about the reading.
- Points de Départ: La Cuisine Française (p.97-98): Write a response to the questions about the reading.
- Julia Child (p.99): Write a response to the questions about the reading.
- **End of Lesson Writing:** Find a simple recipe online that interests you. Film yourself making this recipe and then write the steps needed to create this recipe and list all the ingredients with metric measures (pg. 104).

### **Unit 2, Lesson C**

- La Politique et l'économie (p.108)- Write a response to the questions about the reading.
- Rencontres Culturelles (p.110-111): On ne parle pas politique à table!- Write a response to the questions about the reading.
- Points de Départ (p.112): Manieres de table- Write a response to the questions about the reading.
- **End of Lesson Writing:** Look online for a political subject that interests you. Prepare a list of 4 political parties in France. For each party, express the ideas they represent (and why they are for or against other ideas). Write a mini biography about a French politician that you agree with most and how/why you agree with their particular political stance (pg. 128).

### **Unit 3, Lesson A**

- Un Long Voyage (p.140)- Write a response to the questions about the reading.
- Rencontres Culturelles: Les ancêtres de Justin (p.143-144)- Write a response to the questions about the reading.
- Points de Départ: L'Alliance Française- Write a response to the questions about the reading.
- **End of Lesson Writing:** Write an essay explaining what is your ancestors' country of origin, when they came to America, how they traveled here, where they initially settled, and why they left their country of origin. Students can talk about their parents, grandparents, or great-grandparents. Please include images of the country of origin and of ancestors (pg. 155).

### **Unit 3, Lesson B**

- Un cours pour la future prof (p.160)- Write a response to the questions about the reading.
- Rencontres culturelles: Un conte maghrébin (p.163-164) - Write a response to the questions about the reading.
- Points de Depart: La Francophonie (p.165-167)- Write a response to the questions about the reading.
- **End of Lesson Writing:** Write a fairy tale. Choose a familiar fairy tale, but put it in modern times. Or, you can research online about different fairy tales from French-speaking African countries. Tell the story using your own words but change the ending to be original. Use transitions in the story to improve your writing (pg.173).

### **Unit 3, Lesson C**

- À l'agence immobilière (p.177)- Write a response to the questions about the reading.
- Rencontres Culturelles: Le premier appartement d'Adja (p.179)- Write a response to the questions about the reading.
- Points de Départ: Les HLM, Les Allocations Familiales, Le Sénégal (p.180-182)- Write a response to the questions about the reading.
- **End of Lesson Writing:** Find a place in France that you would like to live (home or apartment). Print a photo of the place. Write a paragraph about the changes that you would like to make to the place (pg. 188).

### **Unit 4, Lesson A**

- Ah, le plein air! (p.203)- Write a response to the questions about the reading.
- Rencontres Culturelles: Les prochaines vacances (p.206-207)- Write a response to the questions about the reading.
- Points de Depart: La Reunion, La Corse, Chamonix et le Mont Blanc, Les Alpes (p.208-211)- Write a response to the questions about the reading.
- **End of Lesson Writing:** A family friend is spending time in Corsica and they sent you an email in French (see the email on page 220). Write and email back to them based on their original email (pg. 220).

### **Unit 4, Lesson B**

- Je m'y attendais (p.223)- Write a response to the questions about the reading.
- Rencontres Culturelles: Les classes de neige (p.226)- Write a response to the questions about the reading.
- Points de Départ: La Savoie, Les classes de neige, Annecy (p. 227- 229)- Write a response to the questions about the reading.
- **End of Lesson Writing:** Think about somewhere you dream of visiting. Write a blog post about this destination. Research your dream destination and, in your blog post, give advice about how to prepare for a vacation here and about different "don't miss" spots to visit. Use the subjunctive and the phrase "il faut que" (pg. 239).

### **Unit 4, Lesson C**

- Les Préparatifs de départ (p.242)- Write a response to the questions about the reading.
- Rencontres Culturelles: Un weekend en famille (p.244)- Write a response to the questions about the

reading.

- Points de Départ: Les station de ski (p.245)- Write a response to the questions about the reading.
- End of Lesson Writing: Create a story with 6 illustrations. Draw and write about a ski school you are attending in the Alps. Write legends under each illustration explaining your story and telling about the adventures the teens in your ski school group are having (pg. 259).

### INSTRUCTIONAL MATERIALS (REQUIRED)

INSTRUCTIONAL MATERIALS (REQUIRED)	
<b>Textbook #1</b>	
Title: T'es branché	Edition: Second
Author: Josephson / Meyers / Wentworth	ISBN: 978-1533821669
Publisher: EMC	Publication Date: 2019
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Textbook #2</b>	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
<b>Supplemental Instructional Materials</b> <i>Please include online, and open source resources if any.</i>	
Online resources: Carnegie Learning / EMC Passport	
<b>Estimated costs for classroom materials and supplies (REQUIRED).</b> <i>Please describe in detail.</i> If more space is needed than what is provided, please attach backup as applicable.	
Cost for class set of textbooks: \$159 w/6 year license per student	Description of Additional Costs:
Additional costs:\$	
<b>Total cost per class set of instructional materials:</b>	\$5724 +Tax and shipping

**Key Assignments (REQUIRED):**

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Unité 1: Leçon A Quiz & Writing Assignment  
Unité 1: Leçon B Quiz & Writing Assignment  
Unité 1: Leçon A Quiz & Writing Assignment  
Unité 1: Test  
Unité 2: Leçon A Quiz & Writing Assignment  
Unité 2: Leçon B Quiz & Writing Assignment  
Unité 2: Leçon A Quiz & Writing Assignment  
Unité 2: Test  
Unité 3: Leçon A Quiz & Writing Assignment  
Unité 3: Leçon B Quiz & Writing Assignment  
Unité 3: Leçon A Quiz & Writing Assignment  
Unité 3: Test  
Unité 4: Leçon A Quiz & Writing Assignment  
Unité 4: Leçon B Quiz & Writing Assignment  
Unité 4: Leçon A Quiz & Writing Assignment  
Unité 4: Test

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be used.

- Direct Instruction Group and Pair work Computer lab and online research Multimedia presentations: audio and video associated with textbook
- Skits and other presentations Journals Responsive Writing Writing Process (Individual Steps: Pre-Write, Draft, Revising, Editing, Final Draft) Write-Draw-Discuss
- Thinking Map-to-Writing Carousel Writing Exit Ticket Document-Supported Writing Word Walls Quick Writes-Discussion Critical Thinking Activities Costa's or Bloom's Levels of Questioning Activities Problem-Based Learning Group Projects Student Group Centers Jigsaw Activities Cooperative Learning Strategies Kagan Strategies Read-Arounds Response/Edit/Revision Groups Interactive Notebook Peer Editing Group formative Assessments
- Processing Games Group Presentations Four-Corner Discussion Direct Teach of Vocabulary KWL (What I Know, What I Want To Learn, What I Learned)

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

- Daily oral participation
- Homework

- Brief writings related to lessons
- Oral and written assessments through teacher generated questions
- Paired and small group activities
- Journal entries
- Simulated conversation activities
- Formal written assignments
- Oral, listening, and written quizzes
- Summative Assessments
- Tests
- Performance assessments

### COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Week	Objective	Standard(s)	Chapter(s)	Reference
1-3	Students will be able to: <ul style="list-style-type: none"> <li>- Say where they met someone, advise someone not to worry, say how something appears</li> <li>- Talk about French young people, scouting associations, slam poetry</li> <li>- Review present tense or regular &amp; irregular verbs, use “depuis” with the present tense of verbs.</li> </ul>	1.2, 5.1	Unit 1, Lesson A	T'es Branché 3
4-6	Students will be able to: <ul style="list-style-type: none"> <li>- Say what was discovered, explain how something happened, ask for a suggestion</li> <li>- Talk about childhood, describe French &amp; African family structures and the PACA region in France</li> <li>- Use the verb “courir” and review the passé composé and the imparfait</li> </ul>	1.1, 1.2	Unit 1, Lesson B	T'es Branché 3
7-9	Students will be able to: <ul style="list-style-type: none"> <li>- Say “I don't care”, express where they'd like to work</li> <li>- Talk about higher education and elite universities, describe wedding traditions in France and North Africa</li> </ul>	1.2	Unit 1, lesson C	T'es Branché 3
10-12	Students will be able to : <ul style="list-style-type: none"> <li>- Talk on the phone, invite someone,</li> </ul>	1.2, 5.1	Unit 2 lesson A	T'es Branché 3

	<p>respond affirmatively or negatively to an invitation, express that something works out</p> <ul style="list-style-type: none"> <li>- Talk about holidays in France and North Africa</li> <li>- Review interrogative pronouns and direct object pronouns</li> </ul>			
13-15	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Ask for help, respond to a request for help, ask someone to pass something</li> <li>- Talk about French cuisine and eating habits</li> <li>- Review indirect object pronouns and “c’est” vs. “il/elle”</li> </ul>	1.2	Unit 2, lesson B	T’es Branché 3
16-18	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Express what I can’t keep myself from doing, say someone is correct, ask what someone is talking about</li> <li>- Talk about dining etiquette in France</li> <li>- Use the relative pronouns qui/que and ce/qui/ce que</li> </ul>	1.1, 1.2, 5.1	Unit 2, lesson C	T’es Branché 3
19-21	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Say where my ancestors came from and where they settled</li> <li>- Discuss the goals and services of the Alliance Française, French immigration to Quebec, Quebec emigration to New England</li> </ul>	1.2	Unit 3, lesson A	T’es Branché 3
22-24	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Start a fairy tale</li> <li>- Discuss Tunisia, North African immigration to France, and North African stories</li> <li>- Review reflexive verbs</li> </ul>	1.2	Unit 3, lesson B	T’es Branché 3
25-27	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Respond to an introduction, say where I grew up, and give a compliment</li> <li>- Discuss subsidized housing, government payments to families and talk about Senegal</li> </ul>	1.2, 2.2, 4.2	Unit 3, lesson C	T’es Branché 3



	- Review the comparative and superlative of adverbs			
28-30	Students will be able to: <ul style="list-style-type: none"> <li>- Ask for an opinion and respond appropriately</li> <li>- Discuss Reunion Island, Corsica, Chamonix, the Alps</li> <li>- Use the present participle and negative expressions</li> </ul>	1.2, 5.1	Unit 4, lesson A	T'es Branché 3
31-33	Students will be able to: <ul style="list-style-type: none"> <li>- Say what I must do, tell someone they'll have an opportunity to do something, say what I was expecting</li> <li>- Discuss the Savoie region of France, ski schools in France, Annecy, St.Martin</li> <li>- Understand the difference between savoir &amp; connaitre, use the subjunctive of regular and irregular verbs after "il faut que"</li> </ul>	1.2	Unit 4, lesson B	T'es Branché 3
34-36	Students will be able to: <ul style="list-style-type: none"> <li>- Say I'm going to do a different activity and tell someone to avoid injury</li> <li>- Discuss ski resorts and volunteer tourism</li> <li>- Use subjunctive after impersonal expressions</li> </ul>	1.2	Unit 4, lesson C	T'es Branché 3d

### C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

N/A

### D. BACKGROUND INFORMATION

**Context for course (optional)**

<b>History of Course Development (optional)</b>