

Perris Union High School District

Course of Study

COURSE INFORMATION		
Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">French III Honors</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	Subject Area: <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	Grade Level <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
If revised previous course name if changed <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	
Transcript Course Code/Number: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">300331 + 300332</div> (To be assigned by Educational Services)	Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Single Subject: Foreign Language aligned with language of instruction</div> <p style="text-align: center; font-size: small;"><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;"> Signature </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> 2/26/2024 Date </div> </div> <div style="display: flex; justify-content: space-between; align-items: center; margin-top: 5px;"> <div style="border: 1px solid black; padding: 5px; width: 60%; text-align: center;"> CalPADS CODE </div> <div style="border: 1px solid black; padding: 5px; width: 30%; text-align: center;"> 9132 </div> </div>	
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <u>previously approved by UC</u> for PUHSD? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Will be verified by Ed Services)	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Submitted by: Ann Campbell Site: Paloma Valley High School Date: 01/15/24	Unit Value/Length of Course: <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:	
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		02/28/2024
Asst. Superintendent of Educational Services		02/28/2024
Governing Board		

Perris Union High School District

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A. COURSE INFORMATION						
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Prerequisite(s) (REQUIRED):

French II

Corequisite(s) (REQUIRED):

None

Brief Course Description (REQUIRED):

French III Honors is a college preparatory course for students who have successfully completed French I and French II. French III Honors will guide students on a successful pathway to take the AP French 4 Language and Culture class and to eventually earn the state Seal of Biliteracy. French III Honors briefly reviews previously learned material. New grammar includes expansion in present, past, future indicative, as well as present of subjunctive and imperative tenses. French III Honors focuses on extensive vocabulary building with words that are likely to be on the AP French test as well as an increase in idiomatic language 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. The course has a comprehensive Semester 1 and Semester 2 final examination to assess their fluency in preparation for the level 4 AP class and test.

B. COURSE CONTENT**Course Purpose (REQUIRED):**

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.

Students will develop advanced skills in listening, reading, writing and speaking through a variety of instructional activities. French III Honors expands 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. Students' vocabulary is expanded to increase the number of topics they can read and write about. There is also an increased focus on idiomatic expressions and words help them articulate their thoughts in writing and speaking. 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 France and Francophone countries. Emphasis is placed on preparing students to take the Advanced Placement French IV class and exam. The course has a culminating final exam semester 1 and semester 2, which are in the style of the French IV-AP test.

Course Outline (REQUIRED):

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.

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
- Idiomatic Expressions: Alors (then, next), À moins que (unless), Auparavant (before), Aussitôt (as soon as), Autour (around), Autrefois (formerly)
- Mots d'Articulation: Il s'agit de-It is a question of, Tout a coup-Suddenly, Suivre un cours-To take a class, être de retour-To be back, En plein air-Outdoors, être au courant-To be informed
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on previous AP exams.

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. Students will answer multiple choice questions about the reading.

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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 1 minute spoken cultural comparison examining how teens socialize in a French speaking country that you know. Compare teen socialization with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam).

Speaking: In pairs, students will have a conversation in French about inviting a friend to a poetry slam (this is in the style of the Dialogue portion of the AP test).

Lesson B:

Vocabulary:

- Different types of families, childhood games and activities
- Mots d'Articulation: Bien que-although, Car- for/ because, Cependant-however, Contre-against, De plus-moreover
- Expressions Idiomatiques: Avoir de la chance- To be lucky, Se servir de-To use, Se Fâcher contre- To get mad at, Perdre son temps- To waste one's, Avoir besoin de-To need
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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. Students will answer multiple choice questions about the reading.

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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking:

Speaking: Complete a 1 minute spoken cultural comparison examining taxes and social programs in a French speaking country that you know. Compare taxes and social programs with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 28-29 of the textbook.

Speaking: In pairs, students will have a conversation discussing what tourist activities they would like to participate in while visiting the Côte d'Azur (this is in the style of the Dialogue portion of the AP test). Connects to reading on pg. 30 of the textbook.

Lesson C:

Vocabulary:

- Weddings
- Mots d'Articulation: Depuis (que)- since/ then, Dès que- as soon as, Ensuite- then/next, En revanche- on the other hand
- Expressions Idiomatiques: Etre en train de- To be in the midst of, Faire la queue-To stand in line, Ça m'est égal- It is all the same to, Se mettre en colère-To get angry
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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. Students will answer multiple choice questions about the reading.

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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 1 minute spoken cultural comparison examining **educational structure** in a French speaking country that you know. Compare educational structure with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 50 of the textbook.

Speaking: In pairs, students will have a conversation discussing an upcoming wedding of a friend. One student will invite the other to the wedding. The person being invited will ask questions about the difference in French weddings and American wedding traditions (this is in the style of the Dialogue portion of the AP

test). Connects to reading on pg. 51 of the textbook.

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
- Mots d'Articulation: Jusqu'à ce que- until, Lorsque- when, Malgré-in spite of, Même- same/even
- Expressions Idiomatiques: Mettre au courant- To inform, Avoir tort- To be wrong, Vouloir dire- To mean, Avoir raison-To be right
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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. Students will answer multiple choice questions about the reading.

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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 1 minute spoken cultural comparison examining the role of religion in a French speaking country that you know. Compare the role of religion with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 81 of the textbook.

Speaking: In pairs, students will have a conversation where one student invites the other to their Réveillon de Noël celebration. The student who is invited will ask questions about the tradition. (this is in the style of the Dialogue portion of the AP test). Connects to reading on pg. 81-82 of the textbook.

Lesson B:

Vocabulary:

- Descriptions, shapes, sizes, material
- Mots d'Articulation: Néanmoins- nevertheless/ Or- now/ but, Par contre- on the other hand, Parfois- sometimes, Parmi-among
- Expressions Idiomatiques: Se débarrasser de- To get rid of, A partir de ce jour- From this day on, Aller bien-To be well, Avoir envie de- To feel like
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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. Students will answer multiple choice questions about the reading.

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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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.

Speaking: Complete a 1 minute spoken cultural comparison examining types of cuisine in a French speaking country that you know. Compare types of cuisine with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 97 of the textbook.

Speaking: In pairs, students will have a conversation pretending to be a waiter/waitress and a customer in a French café. One student will order and the other will ask questions about their order (this is in the style of the Dialogue portion of the AP test). Connects to reading on pg. 97 of the textbook.

Lesson C:

Vocabulary:

- Topics of conversation
- Mots d'Articulation: Partout- everywhere, Plutôt- rather, Pourtant- however/ (and) yet, Puis- then/

next

- Expressions Idiomatiques: Faire semblant de- To pretend, Venir de- To have just, Se servir de- To use, Etre a bout de- To be at the end of, a propos de- about
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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: Students will answer multiple choice questions about the 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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 1 minute spoken cultural comparison examining the role of politics in a French speaking country that you know. Compare the role of politics with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 110-111 of the textbook.

Speaking: In pairs, students will have a conversation like they are at dinner together. They will follow the guidelines from the book for appropriate table manners and conversation (this is in the style of the Dialogue portion of the AP test). Connects to reading on pg. 112-113 of the textbook.

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
- Mots d'Articulation: Puisque- since/ considering, Quant à- as for, Surtout- especially, Tandis que-

while/ whereas

- Expressions Idiomatiques: Remercier de- To thank for, Faire jour- To be daylight, Faire un tour- To take a small walk, Se mettre à- To begin, se porter bien- to be well
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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: Students will answer multiple choice questions about the reading.

Un Long Voyage (p.140)

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

Points de Départ: L'Alliance Française

Writing: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 2 minute spoken cultural comparison examining immigration in a French speaking country that you know. Compare immigration with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 146-147 of the textbook.

Speaking: In pairs, students will have a conversation discussing their ancestors and how they learned more about them (this is in the style of the Dialogue portion of the AP test). Connects to reading on pg. 143-144 of the textbook.

Lesson B:

Vocabulary:

- Types of stories, words from North African children's stories
- Mots d'Articulation: Tant que- as long as, Toutefois- still/ nevertheless
- Expressions Idiomatiques: Envoyer chercher- To send for, Se passer- To happen, A Plusieurs reprises- Repeatedly, Faire de son mieux- To do one's, Se mêler de- To interfere, avoir froid- to be cold
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

Functions:

Start a fairy tale

Culture:

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

Structure:

Pronominal verbs

Reading: Students will answer multiple choice questions about the 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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 2 minute spoken cultural comparison examining the role of fairy tales in a French speaking country that you know. Compare taxes and social programs with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 163 & 167 of the textbook.

Speaking: In pairs, students will have a conversation discussing pretending to be a parent and child at bedtime telling a fairy tale (this is in the style of the Dialogue portion of the AP test). Connects to reading on pg. 163 & 167 of the textbook.

Lesson C:

Vocabulary:

- Types of housing
- Mots d'Articulation: Ainsi- thus, Désormais- henceforth
- Expressions Idiomatiques: Être reconnaissant- To be grateful, Tarder à- To be long in, De temps en temps- From time to time, En vouloir à- To hold a grudge on, être en vacances- to be on vacation
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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: Students will answer multiple choice questions about the 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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 2 minute spoken cultural comparison examining housing options in a French speaking country that you know. Compare taxes and social programs with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 179-180 of the textbook.

Speaking: In pairs, students will have a conversation discussing renting an apartment. One student will be the owner and the other will be the renter and ask questions about the property (this is in the style of the Dialogue portion of the AP test). Connects to reading on pgs. 179-180 of the textbook.

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
- Mots d'Articulation: Donc- consequently/ therefore/ then, En bref- in short
- Expressions Idiomatiques: Grâce à- Thanks to, à l'heure- On time, à peu près- About/ nearly, Rendre visite à un ami- To visit someone, être fier- To be proud, avoir chaud- to be hot
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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: Students will answer multiple choice questions about the 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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 2 minute spoken cultural comparison examining outdoor activities in a French speaking country that you know. Compare outdoor activities with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 202, 208-210 of the textbook.

Speaking: In pairs, students will have a conversation discussing booking two tourist activities they would like to participate in while visiting the La Réunion. One student will play the role of the business owner and the other will be the tourist (this is in the style of the Dialogue portion of the AP test). Connects to reading on pg. 208 of the textbook.

Lesson B:

Vocabulary:

- At the ski resort, ski clothing & equipment
- Mots d'Articulation: en resume- to sum up, enfin- finally/ in fact, par consequent-consequently
- Expressions Idiomaticues: Avoir mal à- to have an ache, faire peur à- to frighten, se demander- to wonder, arriver à- to succeed in, encore une fois- again, de plus en plus- more and more
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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: Students will answer multiple choice questions about the 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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 2 minute spoken cultural comparison examining vacation preferences in a French speaking country that you know. Compare vacation preferences with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 227-230 of the textbook.

Speaking: In pairs, students will have a conversation discussing an upcoming home stay in La Savoie. One student will play the role of the person living in La Savoie and the other will play the role of the person who will be coming to La Savoie for the home stay (this is in the style of the Dialogue portion of the AP test). Connects to reading on pg. 227 of the textbook.

Lesson C:

Vocabulary:

- Other winter sports, travel planning expressions
- Mots d'Articulation: Review previous mots d'articulation
- Expressions Idiomatiques: se passer de- to do without, au sujet de- about/ concerning, avoir l'intention de- to intend, faire plaisir à- to please, obéir à- to obey
- Weekly vocabulary lists with an assessment each week. All vocabulary words have appeared on a previous AP test.

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: Students will answer multiple choice questions about the 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: Incorporate idiomatic expressions, mots d'articulation, and vocabulary in writing selections.

Students will highlight or underline each word/ expression when used.

- 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).

Speaking: Complete a 2 minute spoken cultural comparison examining the prevalence of volunteer work in a French speaking country that you know. Compare the prevalence of volunteer work with your community or a community you know. In your response, you can reference things that you have studied, seen, or observed (This is in the style of the Cultural Comparison portion of the AP exam). This connects to the reading on pgs. 246-248 of the textbook.

Speaking: In pairs, students will have a conversation discussing packing for their upcoming vacation to the snow (this is in the style of the Dialogue portion of the AP test). Connects to reading on pg. 241, 242, & 244 of the textbook.

Comprehensive Final Exam Semester 1:

The semester 1 final exam will incorporate all learning modalities and model the AP French IV exam. It will include the following aspects:

- **30 multiple choice questions:** 15 based on reading, 15 based on listening
- **Email response:** Students should write a minimum of 2 paragraphs in response to an email prompt. The topic will change year to year, but will be focused on using topics and vocabulary from the first semester content. Students should be able to use appropriate greeting and conclusion, respond to one question, use the formal register, use the present tense and past tense correctly, and incorporate appropriate idiomatic expressions and mot d'articulation.
- **Writing Response:** Students will respond to an opinion prompt in two paragraphs of written French. Students should defend their opinion. The topic will change year to year, but be focused on using knowledge and vocabulary from the first semester content. Students should be able to use the formal register, use the present tense and past tense correctly, as well as incorporate appropriate idiomatic expressions and mot d'articulation.
- **Conversation:** Students will have a conversation with the teacher and respond to 3 questions within the conversation. Students should use the informal register and should incorporate mot d'articulation, idiomatic expressions, correct use of the present and past tense, and include relevant vocabulary.
- **Spoken Cultural Comparison:** Students will speak for 1 minute in response to a prompt in which they compare a cultural feature of a French speaking country with their own community or a community they are familiar with. The topic will change year to year, but will be focused on using topics and vocabulary from the first semester content. Students should be able to use the formal register, use the past and present tense correctly, apply relevant vocabulary, as well as incorporate appropriate idiomatic expressions and mot d'articulation.

Comprehensive Final Exam Semester 2:

The semester 2 final exam will incorporate all learning modalities and model the AP French IV exam. It will include the following aspects:

- **50 multiple choice questions:** 30 based on reading, 20 based on listening
- **Email response:** Students should write a minimum of 3 paragraphs in response to an email prompt. The topic will change year to year, but will be focused on using topics and vocabulary from the second semester content. Students should be able to use appropriate greeting and conclusion, respond

to one question, use the formal register, use the present and past tense correctly, and incorporate appropriate idiomatic expressions and mot d'articulation. Students should begin to incorporate advanced verb tenses and some complex sentence structures.

- **Writing Response:** Students will respond to an argumentative essay prompt in 4 paragraphs of written French. Students should defend their viewpoint. The topic will change year to year, but be focused on using knowledge and vocabulary from the second semester content. Students should be able to use the formal register, use the present tense and past tense correctly, as well as incorporate appropriate idiomatic expressions and mot d'articulation. Students should begin to incorporate advanced verb tenses and some complex sentence structures.
- **Conversation:** Students will have a conversation with the teacher and respond to 4 questions within the conversation. Students should use the informal register and should incorporate mot d'articulation, idiomatic expressions, correct use of the present and past tense, and include relevant vocabulary. Students should begin to incorporate advanced verb tenses and some complex sentence structures.
- **Spoken Cultural Comparison:** Students will speak for 2 minutes in response to a prompt in which they compare a cultural feature of a French speaking country with their own community or a community they are familiar with. The topic will change year to year, but will be focused on using topics and vocabulary from the second semester content. Students should be able to use the formal register, use the past and present tense correctly, apply relevant vocabulary, as well as incorporate appropriate idiomatic expressions and mot d'articulation. Students should begin to incorporate advanced verb tenses and some complex sentence structures.

Writing Assignments (REQUIRED):

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

Unit 1, Lesson A

- All writing should include higher level vocabulary words, mot d'articulation, idiomatic expressions, some verb tenses that are more advanced than the present and passé composé, and some complex and compound sentence structures.
- 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

- All writing should include higher level vocabulary words, mot d'articulation, idiomatic expressions, some verb tenses that are more advanced than the present and passé composé, and some complex and compound sentence structures.
- 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)

- **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

- All writing should include higher level vocabulary words, *mot d'articulation*, idiomatic expressions, some verb tenses that are more advanced than the present and *passé composé*, and some complex and compound sentence structures.
- 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 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, Lesson A

- All writing should include higher level vocabulary words, *mot d'articulation*, idiomatic expressions, some verb tenses that are more advanced than the present and *passé composé*, and some complex and compound sentence structures.
- 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

- All writing should include higher level vocabulary words, *mot d'articulation*, idiomatic expressions, some verb tenses that are more advanced than the present and *passé composé*, and some complex and compound sentence structures.
- 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 (pg. 104).

Unit 2, Lesson C

- All writing should include higher level vocabulary words, mot d'articulation, idiomatic expressions, some verb tenses that are more advanced than the present and passé composé, and some complex and compound sentence structures.
- 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).

Students will also have two written portions on their Semester 1 final exam, which are described at the end of the Course Content Section of the document.

Unit 3, Lesson A

- All writing should include higher level vocabulary words, mot d'articulation, idiomatic expressions, several verb tenses that are more advanced than the present and passé composé, and several complex and compound sentence structures.
- 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

- All writing should include higher level vocabulary words, mot d'articulation, idiomatic expressions, several verb tenses that are more advanced than the present and passé composé, and several complex and compound sentence structures.
- 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 Départ: 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

- All writing should include higher level vocabulary words, mot d'articulation, idiomatic expressions, several verb tenses that are more advanced than the present and passé composé, and several complex and compound sentence structures.
- 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

- All writing should include higher level vocabulary words, mot d'articulation, idiomatic expressions, several verb tenses that are more advanced than the present and passé composé, and several complex and compound sentence structures.
- 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).

Unit 4, Lesson B

- All writing should include higher level vocabulary words, mot d'articulation, idiomatic expressions, several verb tenses that are more advanced than the present and passé composé, and several complex and compound sentence structures.
- 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

- All writing should include higher level vocabulary words, mot d'articulation, idiomatic expressions, several verb tenses that are more advanced than the present and passé composé, and several complex

and compound sentence structures.

- 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).

Students will also have two written portions on their Semester 2 final exam, which are described at the end of the Course Content Section of the document.

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: T'es branché

Edition: Second

Author: Josephson / Meyers / Wentworth

ISBN: 978-1533821669

Publisher: EMC

Publication Date: 2019

Usage:

- Primary Text
- Read in entirety or near

Textbook #2

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.*

Online resources: Carnegie Learning / EMC Passport

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

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:\$	
Total cost per class set of instructional materials:	\$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: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 1: Leçon B: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 1: Leçon C: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 2: Leçon A: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 2: Leçon B: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 2: Leçon C: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

French Culture Research Project: Students will select an aspect of French culture to learn more about. Students will research the topic and then complete a Google Slides presentation to share with the class. Students will need to pick a topic that fits within one of the 6 AP themes. This will help support them with possible Cultural Comparison topics.

Semester 1 Comprehensive Final Exam (see Course Description section for detailed assessment)

Unité 3: Leçon A: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 3: Leçon B: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 3: Leçon C: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 4: Leçon A: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 4: Leçon B: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

Unité 4: Leçon C: Lesson quiz that incorporates new grammar and vocabulary as well as multiple choice questions (reading and audio)/ weekly vocabulary assessment/ writing assignment that includes higher level vocabulary, complex and compound sentence structures, verb tenses beyond present and passé composé/ 2 speaking assessments (presentational and conversational)

French Culture Research Project: Students will select an aspect of French culture to learn more about. Students will research the topic and then complete a Google Slides presentation to share with the class. Students will need to pick a topic that fits within one of the 6 AP themes. This will help support them with possible Cultural Comparison topics.

Semester 2 Comprehensive Final Exam (see Course Description section for detailed assessment)

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
- Multiple choice questions with reading
- Multiple choice questions with listening
- 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"> - Say where they met someone, advise someone not to worry, say how something appears - Talk about French young people, scouting associations, slam poetry - Review present tense or regular & irregular verbs, use “depuis” with the present tense of verbs. - Speak for 1 minute comparing a cultural topic - Participate in a conversation 	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"> - Say what was discovered, explain how something happened, ask for a suggestion - Talk about childhood, describe French & African family structures and the 	1.1, 1.2	Unit 1, Lesson B	T’es Branché 3

	<p>PACA region in France</p> <ul style="list-style-type: none"> - Use the verb “courir” and review the passé composé and the imparfait - Speak for 1 minute comparing a cultural topic - Participate in a conversation 			
7-9	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Say “I don’t care”, express where they’d like to work - Talk about higher education and elite universities, describe wedding traditions in France and North Africa - Speak for 1 minute comparing a cultural topic - Participate in a conversation 	1.2	Unit 1, lesson C	T’es Branché 3
10-12	<p>Students will be able to :</p> <ul style="list-style-type: none"> - Talk on the phone, invite someone, respond affirmatively or negatively to an invitation, express that something works out - Talk about holidays in France and North Africa - Review interrogative pronouns and direct object pronouns - Speak for 1 minute comparing a cultural topic - Participate in a conversation 	1.2, 5.1	Unit 2 lesson A	T’es Branché 3
13-15	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask for help, respond to a request for help, ask someone to pass something - Talk about French cuisine and eating habits - Review indirect object pronouns and “c’est” vs. “il/elle” - Speak for 1 minute comparing a cultural topic - Participate in a conversation 	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"> - Express what I can’t keep myself from doing, say someone is correct, ask what someone is talking about 	1.1, 1.2, 5.1	Unit 2, lesson C	T’es Branché 3

	<ul style="list-style-type: none"> - Talk about dining etiquette in France - Use the relative pronouns qui/que and ce/qui/ce que - Speak for 1 minute comparing a cultural topic - Participate in a conversation 			
19-21	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Say where my ancestors came from and where they settled - Discuss the goals and services of the Alliance Française, French immigration to Quebec, Quebec emigration to New England - Speak for 2 minutes comparing a cultural topic - Participate in a conversation 	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"> - Start a fairy tale - Discuss Tunisia, North African immigration to France, and North African stories - Review reflexive verbs - Speak for 2 minutes comparing a cultural topic - Participate in a conversation 	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"> - Respond to an introduction, say where I grew up, and give a compliment - Discuss subsidized housing, government payments to families and talk about Senegal - Review the comparative and superlative of adverbs - Speak for 2 minutes comparing a cultural topic - Participate in a conversation 	1.2, 2.2, 4.2	Unit 3, lesson C	T'es Branché 3
28-30	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Ask for an opinion and respond appropriately - Discuss Reunion Island, Corsica, Chamonix, the Alps 	1.2, 5.1	Unit 4, lesson A	T'es Branché 3

	<ul style="list-style-type: none"> - Use the present participle and negative expressions - Speak for 2 minutes comparing a cultural topic - Participate in a conversation 			
31-33	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Say what I must do, tell someone they'll have an opportunity to do something, say what I was expecting - Discuss the Savoie region of France, ski schools in France, Annecy, St.Martin - Understand the difference between savoir & connaitre, use the subjunctive of regular and irregular verbs after "il faut que" - Speak for 2 minutes comparing a cultural topic - Participate in a conversation 	1.2	Unit 4, lesson B	T'es Branché 3
34-36	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Say I'm going to do a different activity and tell someone to avoid injury - Discuss ski resorts and volunteer tourism - Use subjunctive after impersonal expressions - Speak for 2 minutes comparing a cultural topic - Participate in a conversation 	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.

The French III Honors differs from the French III course in the following ways:

- Homework requirements.
- Increased vocabulary words and practice. The words are derived from previous French AP tests.
- Focus on learning and implementing mots d'articulation in **spoken** French.
- Focus on learning and implementing mots d'articulation in **written** French.
- Focus on learning and implementing idiomatic expressions in **spoken** French.
- Focus on learning and implementing idiomatic expressions in **written** French.
- Increased spoken **cultural** assignments modeled after the French IV-AP test.

- Increased spoken **dialogue** assignments modeled after the French IV- AP test.
- Increased multiple choice questions with **reading** modeled after the French IV- AP test.
- Increased multiple choice questions with **listening** modeled after the French IV- AP test.
- More in-depth writing assignments that require higher level vocabulary, mots d'articulation, idiomatic expressions, verb tenses that are more advanced than the present and passé composé, and complex and compound sentence structures.
- Semester 1 Cultural Research Project with presentation.
- Semester 2 Cultural Research Project with presentation.
- **Comprehensive semester 1 final exam** for students to exhibit depth of knowledge and sustained mastery of content.
- **Comprehensive semester 2 final exam** for students to exhibit depth of knowledge and sustained mastery of content that expands on their 1st semester level and incorporates higher level sentence construction and advanced verb tenses.

D. BACKGROUND INFORMATION

Context for course (optional)

History of Course Development (optional)