

Perris Union High School District

Course of Study

A. COURSE INFORMATION

Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">French III</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;">300321 / 300322</div> (To be assigned by Educational Services)		
Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Credential Required to teach this course: <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;">Single Subject; Foreign Language; French</div> <p style="text-align: center; color: red; font-weight: bold; margin: 0;"><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: 2px; margin-bottom: 5px;"> <i>Stephanos K. Altan</i> </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">05/25/2022</div> </div> <div style="display: flex; justify-content: space-between; margin: 0 50px;"> Signature Date </div> <div style="display: flex; justify-content: center; align-items: center; margin-top: 10px;"> CalPADS CODE <div style="border: 1px solid black; padding: 5px; margin-left: 20px; font-size: 1.2em;">9132</div> </div>	
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 "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	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:	
Submitted by: Courtney Ziani Site: Heritage High School Date: 5/23/22		
Approvals	Name/Signature	Date
Director of Curriculum & Instruction		5/25/22
Asst. Superintendent of Educational Services		5/25/22
Governing Board		

Prerequisite(s) (REQUIRED):
French II
Corequisite(s) (REQUIRED):
NONE
Brief Course Description (REQUIRED):
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

Course Purpose (REQUIRED): <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 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.
Course Outline (REQUIRED): <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 give 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 chapters:

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

Lesson A:

Vocabulary:

Human emotions

Teen destinations

Functions:

Say where I met someone, advise someone, tell someone not 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

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

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

Unit 2: What is universal in human relationships?

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

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

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"

Unit 3: How do French communities conserve their traditions?

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

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,

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

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

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

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

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

Writing Assignments (REQUIRED):

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

Unit 1, Lesson A

Read the draft of a French person's social media bio page. It's not finished so the student task is to complete his bio page with the missing information. (pg. 17)

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)

Unit 1, Lesson C

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

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

Find a simple recipe online that interests you. Film yourself making this recipe then write the steps needed to create this recipe and list all the ingredients with metric measures. (pg. 104)

Unit 2, Lesson C

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

Create a presentation for the class 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

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!. (pg. 173)

Unit 3, Lesson C

Transform the class into a Senegalese culture gallery. Print artwork from Senagalese artists to hang on the walls. Make posters writing the poems of Senegalese poets. Find music from Senegal and play it in the class while completing this assignment, and also while visiting the artwork and reading the poetry that everyone has found. (pg. 189)

Unit 4, Lesson A

A family friend is spending time in Corsica and they sent you an email in French (see the email on page 220). Write back to them based on their original email. (pg. 220).

Unit 4, Lesson B

Think about somewhere you dream of visiting. Imagine creating 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

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)

Textbook #1	
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	
Textbook #2	
Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	
Supplemental Instructional Materials <i>Please include online, and open source resources if any.</i>	
Online resources: Carnegie Learning / EMC Passport	
Estimated costs for classroom materials and supplies (REQUIRED). <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:\$	
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 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: - Say where they met someone, advise	1.2, 5.1	Unit 1, Lesson A	T'es Branché 3

	<p>someone not to worry, say how something appears</p> <ul style="list-style-type: none"> - Talk about French young people, scouting associations, slam poetry - Review present tense or regular & irregular verbs, use “depuis” with the present tense of verbs. 			
4-6	<p>Students will be able to:</p> <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 PACA region in France - Use the verb “courir” and review the passé composé and the imparfait 	1.1, 1.2	Unit 1, Lesson B	T’es Branché 3
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 	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 	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” 	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 - Talk about dining etiquette in France 	1.1, 1.2, 5.1	Unit 2, lesson C	T’es Branché 3

	<ul style="list-style-type: none"> - Use the relative pronouns qui/que and ce/qui/ce que 			
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 	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 	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 	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 - Use the present participle and negative expressions 	1.2, 5.1	Unit 4, lesson A	T'es Branché 3
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" 	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 	1.2	Unit 4, lesson C	T'es Branché 3d

	<p>and tell someone to avoid injury</p> <ul style="list-style-type: none"> - Discuss ski resorts and volunteer tourism - Use subjunctive after impersonal expressions 			
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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)

History of Course Development (optional)