

## ***French III Scope & Sequence***

### **Proficiency Goal: Intermediate Low**

#### **ACTFL Standards addressed:**

##### **Communication:**

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

##### **Cultures:**

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

##### **Connections:**

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

##### **Comparisons:**

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

##### **Communities:**

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

<b>Unit Title &amp; Connection to AP Thematic Units</b>	<b>Suggested Pacing:</b>	<b>Vocabulary to Be Introduced/Reviewed</b>	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b>	<b>Essential Questions:</b>	<b>What Can Students Do by the End of the Unit?</b>
<b>Unit 1:</b> La Rentrée  Ap Context:Families in Different Societies	3-5 weeks	-daily routine - leisure time activities -summer vacations	-reflexive verbs -passé compose -imparfait -present tense -how to talk about what you used to do, what you did yesterday, and what you are doing now -specifics of passé composé vs. imparfait	Qui suis-je? Qu'est-ce que j'aime? Quelle est ma routine quotidienne? Qu'est-ce que j'ai fait en été ?	-I can give a description of a place I have visited or want to visit. -I can write about events that took place at school, in a workplace, or in a place I have visited.
<b>Unit 2:</b> La Gastronomie  AP Context: Factors that impact the quality of life	<b>Suggested Pacing:</b> 5-7 weeks	-food -cooking -kitchen tools	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b> -commands -object pronouns -faire causative -how does cuisine vary by region -the art of the gastronomic meal -giving opinions	<b>Essential Questions:</b> Comment est-ce que je peux préparer les plats typiquement français ? C'est quoi la gastronomie ? Comment la cuisine varie-t-elle selon le monde francophone ?	<b>What Can Students Do by the End of the Unit?</b> -I can follow simple cooking directions from a YouTube video. -I can state multi-step instructions for completing a process, such

					<p>as preparing a recipe.</p> <ul style="list-style-type: none"> <li>- I can write basic instructions on how to make or do something.</li> <li>-I can identify ingredients and steps in recipes.</li> <li>-I can express my preferences about foods.</li> </ul> <p>In my own and other cultures, -I can identify some typical products needed in the kitchen.</p>
<p><b>Unit 3:</b> Les Métiers et l'Avenir</p> <p>AP Context: Factors that impact the quality of life</p>	<p><b>Suggested Pacing:</b> 5-7 weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-careers</li> <li>-goals</li> </ul>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b></p> <ul style="list-style-type: none"> <li>-future tense</li> <li>-future proche</li> <li>-giving your opinion</li> <li>-providing the reason for a choice</li> </ul>	<p><b>Essential Questions:</b></p> <p>Tu aimerais être quel métier quand tu seras grand ? pourquoi ?</p> <p>Quels métiers t'intéressent/ne t'intéressent pas le plus ?</p>	<p><b>What Can Students Do by the End of the Unit?</b></p> <ul style="list-style-type: none"> <li>-I can briefly tell of my future plans.</li> <li>- I can identify the topic and related information from a CV.</li> <li>- I can understand a</li> </ul>

					few lines from a song
<p><b>Unit 4:</b> Les Situations Hypothétiques</p> <p>AP Context: The influence of language and culture on identity</p>	<p><b>Suggested Pacing:</b> 5-7 weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b> -Nouns (animals, objects, etc) -descriptions</p>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b> -conditional mood -imparfait -si clauses -If I were a ____, I would be ____, because -extending personal answers by answering "why"</p>	<p><b>Essential Questions:</b> Quel est ton portrait chinois ? Qu'est-ce que tu serais si tu étais____? pourquoi? Qu'est-ce que tu ferais, si....?</p>	<p><b>What Can Students Do by the End of the Unit?</b> -I can write and tell what I would do in hypothetical situations. - I can understand YouTube videos about "Mon portrait chinois." -I can understand a message on a social media post.</p>
<p><b>Unit 5:</b> Optional La Lecture</p> <p>AP Context: (Dependent on the Teacher-selected reading)</p>	<p><b>Suggested Pacing:</b> 6-8 weeks OR broken up throughout the year</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b> - varied, dependent on choice of reading material Examples: Comprehensible Input Readers (with glossaries), poems, short stories, etc in French.</p>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b> - Teacher may choose to highlight certain grammatical structures; however, the focus of the unit is on developing student comprehension through reading. - Read in French to further develop one's fluency in the language</p>	<p><b>Essential Questions:</b> Qu'est-ce qui s'est passé dans le roman, le passage, poème, etc? Donne ton opinion d'un roman, des personnages, etc</p>	<p><b>What Can Students Do by the End of the Unit?</b> -I can present a brief summary of something from a book I've read. - I can briefly summarize or retell a story. - I can give a series of reasons why</p>

					<p>a book I've read was appealing to me.</p> <ul style="list-style-type: none"> <li>- I can retell a story that I've read or heard</li> </ul>
<p><b>Unit 6:</b> Optional Environnement</p> <p>AP Context: Environmental, Political, and Societal Challenges</p>	<p><b>Suggested Pacing:</b> 4-5 weeks</p>	<p><b>Vocabulary to Be Introduced/Reviewed</b> -environment -recycling</p>	<p><b>Grammar Topics and Concepts to be Introduced/Reviewed</b> -Teacher may choose to highlight specific grammatical concepts depending on reading. Example: Il faut + infinitive. Il faut recycler. Avoir besoin de -Our actions affect the world.</p>	<p><b>Essential Questions:</b> Comment peut-on prendre soin de la Terre ?</p>	<p><b>What Can Students Do by the End of the Unit?</b> -I can identify the topic and related information from simple sentences in short informational texts. -I can have a conversation with someone about protecting the environment. - I can write about a simple project I completed at school about Earth Day. -I can give advice on how to</p>

					protect the Earth.
<b>Unit 7:</b> Le Petit Nicolas  AP Context: Environmental, Political, and Societal Challenges	<b>Suggested Pacing:</b> 4-5 weeks	<b>Vocabulary to Be Introduced/Reviewed</b> -physical and character descriptions	<b>Grammar Topics and Concepts to be Introduced/Reviewed</b> - passé composé - imparfait -varied other structures dependent on which story(ies) are chosen -how do friends interact with each other -dialogue	<b>Essential Questions:</b> Qu'est-ce qui s'est passé dans le roman, le passage, poème, etc? Donne ton opinion d'un roman, des personnages, etc.	<b>What Can Students Do by the End of the Unit?</b> -I can present a brief summary of something from a book I've read. -I can briefly summarize or retell a story. -I can give a series of reasons why a book I've read was appealing to me. - I can retell a story that I've read or heard.