

# Pequannock Township School District

## Curriculum Syllabus

### French III - Grades 10 - 12

## Course Description:

The study of a world language employs the sequential development of the four skills necessary to language learning: listening, speaking, reading and writing. French III/III Honors builds upon the foundations laid in French II/II Honors, infusing essential grammar and structures to continue in the target language. The French III/III Honors course addresses the five crucial areas of communication, cultures, connections, comparisons and communities. Students engage in a variety of strategies and interact with multiple resources to continue language acquisition. These elements are continuously integrated, reviewed, refined and expanded upon. All students will participate in a rigorous, inquiry based learning environment where students will be expected to devise and create their own, personal learning experiences that are relevant and meaningful to them. The instruction will be structured around authentic learning experiences conducted in the target language, making exceptions when necessary to explain new concepts. Students and teacher should be conversing mostly in the target language. Instruction should be inquiry based in which students are encouraged to explore topics that are of interest and relevant to them.

Cross-cultural understanding is a major objective and an essential ingredient to basic language competency. These same resources are employed in introducing students to Francophone values, products and practices. This course is open to students who have successfully completed French II/II Honors.

## Course Standards:

### Intermediate Mid Proficiency Level

**Interpretive Mode** - The mode of communication in which students demonstrate understanding of spoken and written communication within the appropriate cultural context. Examples of “one-way” reading or listening include cultural interpretations of print, video, and online texts, movies, radio and television broadcasts, and speeches. Interpretation beyond the Novice level differs from comprehension because it implies the ability to read or listen “between the lines” and “beyond the lines.”

**Interpersonal Mode** - The mode of communication in which students engage in direct oral and/or written communication with others (e.g., conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, exchanging personal letters or e-mail messages).

**Presentational Mode -**

The mode of communication in which students present, through oral and/or written communications, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this “one-to-many” mode of communication are making a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspapers.

7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age- and level-appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
7.1.IM.A.3	Analyze the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.
7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
7.1.IM.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the standard for world languages, this Indicator is listed as reserved.
7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.

7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
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7.1.IM.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations.
7.1.IM.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations.
7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.

7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.
7.1.IM.C.2	Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports.
7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
7.1.IM.C.4	Synthesize information found in age- and level-appropriate culturally authentic materials.
7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

## Scope and Sequence

<b>Unit Plan 1: Les sports</b>	<b>Weeks 1-9</b>
<b>Unit Plan 2: Les arts</b>	<b>Weeks 10-18</b>
<b>Unit Plan 3: La santé</b>	<b>Weeks 19-25</b>
<b>Unit Plan 4: L'amitié</b>	<b>Weeks 26-32</b>
<b>Unit Plan 5: Le monde du travail</b>	<b>Weeks 33-40</b>

## Assessments

Evaluation of student achievement in this course will be based on the following:

Students are assessed each on four different skills per unit: Reading, writing, speaking, and listening.

## Curriculum Resources

- **thislanguage.com**  
In this website, students have access to listen to native speakers discuss various topics. Students practice reading, listening, and vocabulary comprehension.
- **Quizlet**  
Website where teacher posts vocabulary currently being practiced in class. Offers flashcards and practice activities for students to study with.
- **Quizlet Live**  
Team vocabulary practice game used in class
- **Google Classroom**  
Where teacher posts activities, assessments, and study resources.
- **Quizizz**  
Interactive computer game used to practice grammar, reading, and vocabulary. Can be played individually as a means of studying, or as a class. Quizizz allows students to review their answers afterwards.

## Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- **Quizlet-**  
Parents can see the vocabulary students are currently studying, as well as check their child's progress on practice games and the practice test Quizlet offers.

- **Google Classroom-**  
Parents can check class activities, assessments, important dates, and study materials on Google Classroom to keep up to date on the curriculum and what is happening in class.
- **Duolingo-**  
With this free app, students can study reading, writing, speaking, and listening on their phone or chromebook.