



Greenwich Public Schools Curriculum Overview

MS French 3A

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description:

MS French 3A (French 3 Accelerated)

Full Year (Meets daily)

This course is a continuation of French studied in the 7th grade French 2A course. The course focuses on the four language domains: listening, speaking, reading and writing. Core instruction is delivered daily in the target language, providing students with the opportunity to communicate about meaningful content in the context of vertically-aligned thematic units. Students are encouraged and expected to use the target language throughout daily lessons in order to build their oral and written linguistic proficiency in a cultural context, as they expand their prior knowledge of vocabulary and grammar concepts acquired in 6th and 7th grade.

Aligned to the World-Readiness Standards for Learning Languages and the ACTFL Proficiency Guidelines, this course will build on students' foundational language skills in the four language domains in order to develop their communicative confidence in a world language as they continue to pursue language study through middle school.

Thematic units:

Unit 1: *Comment je passe l'été* (How I spend the summer)

Unit 2*: *Les grandes vacances /Bon voyage et bonne route!* (Summer vacations / Traveling)

Unit 3: *La vie quotidienne* (Daily life)

Unit 4: *Fairy tales & fables* (Unit created by teachers)

Unit 5:** *La vie contemporaine* (Contemporary life)

**(Text Level 2: Unit 5 /Text Level 1: Unit 10)*

** *(Textbook level 2 Unit 9)*

Enduring Understandings

- The concept of leisure time varies from culture to culture.
- What one does during one's leisure is influenced/shaped by the culture in which one resides.
- what worldviews are and how they shape our lives and world in seen and unseen ways.
- What one does during one's leisure is influenced/shaped by the culture in which one resides.
- Where one goes on vacation is often determined by geography.
- Daily routines not only affect our health and wellbeing, but are also culturally defined.
- Many favorite childhood fairy tales are shared by French and American children.
- The two main past tenses in French communicate different aspects of a story.

- Globalization has brought certain tensions to the forefront including terrorism, climate change, immigration, democracy, access to resources, and the refugee crisis.

Performance Tasks:

- Interpersonal and presentational speaking and writing activities
- Teacher-generated quizzes and unit assessments to show mastery (vocabulary and grammar along with listening, reading, speaking)
- Projects may include:
 - Presentations: Modern version of a fairy tale
 - Postcards: Students write and illustrate postcards from travels to a francophone country.
 - Celebrations: Students write ads / design posters for an event.
 - Interview skits: students play the role of their favorite film or sports star and interview each other
 - Brochure / Ad: Students write brochures and ads / film ads for vacation spots.
 - Triptych: Students design a triptych showing changes in society between life in the time of their grandparents, themselves, and their grandchildren.

Objectives: Upon completion of this course students will be able to:

- Tell when something takes place.
- Talk about the city of Quebec and some francophone holidays.
- Ask for and give an opinion
- Talk about TV in France and Luxembourg, and reality programs in France.
- Inquire about responding to future plans.
- Talk about where I am going and what I am going to do there and what I am doing.
- Describe health problems and give instructions.
- Conduct a simple interview with someone from the target language to learn about his or her traveling experiences.
- Give directions to a peer from another culture so they can get to a specific location for an event.
- Ask for directions to find my way.
- Contact the consulate or tourist office in the target culture to ask for information.
- Share information about myself and my community with peers from another culture.
- Ask if someone remembers an event and recounts past events.
- Discuss stories they enjoyed during their childhood orally and in writing.
- Hypothesize and propose solutions.
- Talk about nuclear energy, education, and youth employment in France.
- Express my future goals and give reason.
- Discuss the pros and cons of a social issue in various communities.

Standards

- [ACTFL World Readiness Standards for Learning Languages](#)
- [ACTFL Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards](#)
- [NCSSFL/ACTFL Can-Do Statements](#)

Resources

- Textbook and ancillary materials
- Teacher-created resources
- Online resources: videos, French commercials / news programs, Quizlet, Kahoot, LyricsTraining, Screencastify, FlipGrid and other online websites.

