

**FRENCH III  
GRADES 10-12**

THE EWING PUBLIC SCHOOLS  
2099 Pennington Road  
Ewing, NJ 08618

Board Approval Date: September 19, 2022  
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Michael Nitti  
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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## Preface

This curriculum guide is intended to provide a vertical and horizontal framework for the World Languages program of The Ewing Township Public Schools. It is designed to identify the essential components needed by teachers when they prepare instruction in the language of French which will best meet the needs of their students. The teacher's knowledge of their students' level of development, learning styles, and general readiness of the student to learn should be the guiding factors in selecting the most appropriate ways to reach the goals and objectives defined by the guide.

The selected published materials are intended to provide resources to teachers in their preparation of instructional activities and teachers should feel free to integrate other resources where appropriate as long as they are consistent with the goals and philosophy as outlined. Integration of concepts and skills developed in the French language into other content areas is encouraged to stimulate real-life experiences and meaning.

All students are not the same. They have different needs, learning styles and levels of readiness. Therefore, teachers will need to make choices in planning instruction so that the needs of each student are addressed and the scope of the curriculum is accomplished.

**Class Instructional Time:** Block scheduling (87 minutes) – 5 days a week

## **21st Century Life and Careers**

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

### The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### **9.2 Career Awareness, Exploration, and Preparation**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

#### **9.3 Career and Technical Education**

### **Technology Integration**

#### 8.1 Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

#### 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

## **Unit 1: Reprise [4 Weeks]**

### **Why Is This Unit Important?**

The student will learn and discuss everyday activities and tell what happened with events in the past. This unit is important so that students can communicate about past actions and what effect they have had on their life while also making comparisons to a typical francophone in similar situations.

### **Enduring Understandings/Unit Objectives:**

- Review how to express past actions using the passé composé
- Describe people and things in everyday activities
- Discuss vacation trends in French speaking countries

### **Essential Questions:**

- How do people describe each other and activities?
- What are vacations like in francophone countries?
- How do pastimes differ between Americans and French?

### **Acquired Knowledge:**

- Master the vocabulary of the unit
- Form and use the past tense
- Explain the importance of vacationing for the French and how vacation schools operate

### **Acquired Skills:**

- Conjugate all verb groups in the imperfect tense
- Use the appropriate past tense to express completed actions
- Master the simple past tenses that take avoir and être

### **Assessments:**

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Childhood description project

### **Interdisciplinary Connections**

Students will analyze and discuss different vacation situations of the French Speaking world. English, Physical Education, Sociology, Economics.

Students will learn about Québec. Geography, Social Studies.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ( [www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
- Authentic video segments related to culture ([www.youtube.com/](http://www.youtube.com/), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages))
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

### **Suggested Learning Experiences and Instructional Activities/Strategies:**

- Reading cultural material in target language
- Writing in target language
- Listening to authentic material (songs, interviews, newscasts, etc.)
- Creating short video responses expressing personal views/opinions
- Web-based practice activities (referenced in Formative Assessments and Supplemental Materials)

## 2020 NJSL

7.1.AL.IPRET.1: Identify main ideas and significant details in a range of oral, viewed, and written texts.

7.1.AL.IPRET.8: Analyze elements of the target language that do not have a comparable linguistic element in English.

7.1.AL.IPERS.1: Participate in extended conversations about personal, social, and professional topics, using paragraph-level speech and writing across major time frames.

7.1.AL.IPERS.5: Interact in a variety of familiar and a few unfamiliar situations using culturally appropriate verbal and non-verbal communication strategies.

7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

### Instructional Materials:

#### Core:

- Textbook Series - D'accord 2! – Vista Higher Learning Inc - 2019 edition
- Workbook
- Audio from VHL
- Videos (VHL)
- Slide presentations

#### Supplemental:

- Computers (Chrome books)
- Internet websites <http://www.learnfrench.com>; <http://french.about.com>; <http://www.onlinenewspapers.com>; <http://www.univision.com>; <http://www.youtube.com>; <http://a4esl.org/www.yabla.com>; [www.Edpuzzle.com](http://www.Edpuzzle.com); [www.quizlet.com](http://www.quizlet.com); [www.texsfrench grammar.com](http://www.texsfrenchgrammar.com); [www.Flipgrid.com](http://www.Flipgrid.com); <http://www.videoele.com>
- Respect Ability :<https://www.respectability.org/resources/lgbtq>

## Unit 2- Chez nous [4 Weeks]

### Why Is This Unit Important?

With the various styles of housing and how they are equipped, students will learn some key differences with francophone housing as well as expressions related to the upkeep of a house and chores while learning how to welcome people to their home.

### Enduring Understandings/Unit Objectives:

- Express different types of past actions
- Master terms for parts of the house and furniture, as well as chores
- Describe typical francophone housing in both present and past tense

### Essential Questions:

- How do people describe their homes?
- How do people talk about specific past actions contrasted with how things used to be?
- How do people talk about household chores?

### Acquired Knowledge:

- Present tense of irregular verbs vivre, savoir and connaître.
- Passé composé and imparfait differences

### Acquired Skills:

- Recognize chore vocabulary and furnishings for houses and apartments
- Describe housing in francophone countries.
- Use visual cues to understand spoken French in regards to housing descriptions.

### Assessments:

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes-  
Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle



Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Prepare a skit for a tour of a new house or apartment.

### **Interdisciplinary Connections**

Students will write an article to the newspaper about differences in lodging with Americans and French. English, Social Studies

Students will learn about le château Frontenac in Québec. Geography, Social Studies.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ([www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
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### **Suggested Learning Experiences and Instructional Activities/Strategies:**

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- Writing in target language
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7.1.AL.PRSNT.1: Create and deliver research-based presentations to a target language audience, either electronically or in person using short paragraphs.

7.1.AL.PRSNT.3: Offer and support opinions and use persuasive language when presenting ideas and information.

### Instructional Materials:

Core:

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  - Workbook
  - Audio from VHL
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Supplemental:

- Computers (Chrome books)
- Internet websites <http://www.learnfrench.com>; <http://french.about.com>; <http://www.onlinenewspapers.com>; <http://www.univision.com>; <http://www.youtube.com>; <http://a4esl.org/www.yabla.com>; [www.Edpuzzle.com](http://www.Edpuzzle.com); [www.quizlet.com](http://www.quizlet.com); [www.texsfrench grammar.com](http://www.texsfrenchgrammar.com); [www.Flipgrid.com](http://www.Flipgrid.com); <http://www.videoele.com>
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## Unit 3: La santé [4 Weeks]

### Why Is This Unit Important?

The student will learn to talk about their overall health and how to navigate medical visits in the target language.

### Enduring Understandings/Unit Objectives:

- Discuss how one is feeling using reflexive verbs
- Talk about self-care and well-being
- Compare and contrast health services with the US and francophone countries

### Essential Questions:

- How do people describe their daily routine?
- How do people talk about illness and health?
- What is it like to visit a doctor in France?

### Acquired Knowledge:

- Present tense of reflexive verbs.
- Past tense of reflexive verbs.
- Pronouns **y** and **en**.

### Acquired Skills:

- Describe daily routines in present and past tense
- Use pronouns to decrease repetitiveness
- Use the formal or informal register in a conversation to discuss health.

### Assessments:

Formative assessment:

- Analyze and discuss readings, listening and songs
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- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Create a story of a typical day (present or past tense).

### **Interdisciplinary Connections**

Students will analyze and discuss different medical situations of the French Speaking world. English, Science, Sociology, Economics.

Students learned about la Nouvelle-Aquitaine and L'Occitanie. Geography, Social Studies.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ([www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
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## **Unit 4: La technologie [4 Weeks]**

### **Why Is This Unit Important?**

The students will learn about technology vocabulary and how it has not only influenced the francophone world, but the impact that French developments have had worldwide.

### **Enduring Understandings/Unit Objectives:**

- Express opinions on given conditions
- Use vocabulary related technology, including car maintenance and repair
- Simulate phone conversations with native French speakers.

### **Essential Questions:**

- How do people talk about new technology?
- How do people talk about automobiles and driving?
- What innovations and new technology exist in the French-speaking world?

### **Acquired Knowledge:**

- The use of prepositions with infinitives.
- Formation of the conditional tense
- Present tense of verbs ouvrir and offrir

### **Acquired Skills:**

- Provide advice based on various conditions
- Determine the meaning of words based on context in spoken French
- Learn about Provence-Alpes-Côte d'Azur and la Corse.

### **Assessments:**

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Prepare a dialogue for a car emergency or lost phone.

### **Interdisciplinary Connections**

Students will write a letter to the editor type article to discuss cell phone use at Ewing High. Science, English.

Students will learn about the Provence region as well as Corsica. Geography, Social Studies.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ([www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
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### Instructional Materials:

Core:

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- Workbook
- Audio from VHL
- Videos (VHL)
- Slide presentations

Supplemental:

- Computers (Chrome books)
- Internet websites <http://www.learnfrench.com>; <http://french.about.com>; <http://www.onlinenewspapers.com>; <http://www.univision.com>; <http://www.youtube.com>; <http://a4esl.org/www.yabla.com>; [www.Edpuzzle.com](http://www.Edpuzzle.com); [www.quizlet.com](http://www.quizlet.com); [www.texsfrench grammar.com](http://www.texsfrenchgrammar.com); [www.Flipgrid.com](http://www.Flipgrid.com); <http://www.videoele.com>
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## Unit 5: En ville [4 Weeks]

### Why Is This Unit Important?

The student will learn to express preference for living in the city or country, and discuss what life is like in major cities in the French-speaking world, while learning to navigate and perform daily tasks related to the area in which they live.

### Enduring Understandings/Unit Objectives:

- Talk about life in the city and country
- Describe different errands you need to do living in the city
- Make predictions using the future tense

### Essential Questions:

- Where would you prefer to live, in the city or country? Why?
- How do people talk about errands and getting around town?
- How do people ask for directions?
- What are some characteristics of French cities?

### Acquired Knowledge:

- Present tense of the verbs voir, croire, recevoir and apercevoir.
- Regular and irregular stems of simple future tense.
- Terms for banking and business establishments

### Acquired Skills:

- Give directions and follow instructions to get to different places
- Respond to questions and make predictions
- Use the imperative.

### Assessments:

Formative assessment:

- Analyze and discuss readings, listening and songs
- Define vocabulary related to the unit theme
- Readings (online and print resources about travel)
- Authentic listening and interview (video clips, podcasts)
- Quizzes
- Writing tasks
- Partner pair share
- Online group games/quizzes - Quizlet.com/blooket.com/Quia.com/Quizziz.com/Gimkit.com/Edpuzzle

Summative assessment:

- Unit composition
- Unit speaking assessment

Benchmark assessment:

- Unit objective test

Alternative assessment:

- Create a map using the unit vocabulary and give directions.

### **Interdisciplinary Connections**

Students will virtually visit a city in a francophone country. Social Studies.

Students will learn about the city of Rennes and the Les Pays de la Loire, along with le Centre-Val de Loire, Social Studies, and geography.

### **Technology Integration:**

- Use of various websites to review and practice vocabulary, grammatical structures, geography and listening skills, as well as create presentations ([www.quizlet.com](http://www.quizlet.com), [www.quia.com](http://www.quia.com), [www.euroschoolclubs.co.uk](http://www.euroschoolclubs.co.uk), [www.bbc.co.uk/languages](http://www.bbc.co.uk/languages), [www.makebeliefscomix.com](http://www.makebeliefscomix.com); [getkahoot.com](http://getkahoot.com); [yabla.com](http://yabla.com); [Edpuzzle.com](http://Edpuzzle.com); [Flipgrid.com](http://Flipgrid.com))
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- Respect Ability :<https://www.respectability.org/resources/lgbtq>

## **Appendix**

### **Sample Standards Integration**

#### **21st Century Skills and Career Readiness Practices**

- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic aspects of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Throughout the semester, students are expected to demonstrate the above skills as they problem solve, employ critical thinking and research strategies, and use technology for productive research in completing various performance based tasks and essays.

Unit 4 offers an opportunity for students to explore advancements in technology and their impact on environmental, social and economic decisions.

#### **Technology Integration**

**8.1.2.DA.2:** Store, copy, search, retrieve, modify, and delete data using a computing device.

**8.1.8.E.1** Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

In Unit 3, students will work collaboratively to research various recommendations and remedies for everyday ailments. They will examine documents and prepare a pamphlet of what they have determined to be the best practices/remedies for a minor illness.

## **Interdisciplinary Connections**

**Presentational communication** Present information, concepts, and ideas to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers or viewers.

**Interpersonal communication** Interact and negotiate meaning in spoken, signed or written conversations to share information, reactions, feelings, and opinions.

**Interpretive communication** Understand, interpret, and analyze what is heard, read or viewed on a variety of topics.

In Unit 1, students will prepare and present a slideshow that represents their life growing up allowing them to share information about themselves with an audience while giving others the opportunity to understand and interpret what is heard.

## **LGBTQ/Disabilities Resources**

Unit 2

Official website of the Convention and Visitors Bureau

<https://en.parisinfo.com/where-to-sleep-in-paris/info/guides/accommodation-and-disability>

Council for Disability Awareness

<https://blog.disabilitycanhappen.org/disability-issues-around-world-america-compare/>

Unit 3

AngloInfo France

<https://www.angloinfo.com/how-to/france/family/lgbt>

National Coalition for LGBTQ health

<https://healthlgbtq.org/>