



French 3

Honors

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: French 3 Honors		
Course Title:	French 3 H		
Prerequisite(s):	French 2 <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	<p>The French 3 Honors course enhances students' proficiency by exploring themes of personal identity, technology, future planning, and sustainability within Francophone cultures. Through authentic resources and project-based learning, students deepen their linguistic and cultural competence while developing communication skills in French. Units include examining the impact of childhood on identity, the role of digital media and citizenship, future planning and aspirations, and environmental responsibility. Throughout the course, students engage in various tasks to strengthen their communication abilities and cultural understanding.</p>		
Course Essential Questions:	<ul style="list-style-type: none"> ● How do relationships with others shape who I am? ● How did experiences and events impact my childhood? ● How do life events in my adolescence influence the person I am becoming? ● How do digital media affect my life and that of others in Francophone cultures? ● What are my rights and responsibilities as a digital citizen? ● How can technology help me pursue my interests? ● What do young people need to consider when planning for their future? ● How do young people balance their time between what they need to do and want to do in 		

	<p>francophone cultures and in my community?</p> <ul style="list-style-type: none"> • What impact will my generation have on society? • What is my role as an eco-friendly citizen? • How do my actions toward sustainability impact the future? • What can we learn from various communities to improve the environment? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> • Relationships and life events during childhood and adolescence shape personal identity and independence, offering insights into the experiences of young people in francophone cultures. • Digital media and technology shape daily life and responsibilities, influencing personal interests and social connections in both francophone cultures and our own communities. • Young people shape their future by balancing personal goals, responsibilities, and cultural expectations, influencing both their own lives and society. • Individual and collective actions toward sustainability play a crucial role in shaping a better future, with lessons from francophone communities offering valuable insights into environmental stewardship. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	EntreCultures 3	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	

Year at a Glance (Units):	Unit 1 De l'enfance vers l'indépendance (From childhood to independence) (~10 weeks) Unit 2 La citoyenneté numérique (Digital citizenship) (~10 weeks) Unit 3 Je me prends en charge I take care of myself (~10 weeks) Unit 4 Une génération responsable (A responsible generation) (~10 weeks)
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Unit Number and Title:	Unit 1 De l'enfance vers l'indépendance (From childhood to independence)
Duration:	~10 weeks
Resource(s):	EntreCultures 3, Unit 1
Unit Overview:	This unit explores how relationships and life events during childhood and adolescence shape personal identity and independence, focusing on the experiences of young people in Francophone cultures. Students will learn about friendship, activities with friends, and the journey toward independence while developing skills in describing actions and narrating past events in French. Assessments will include analyzing authentic texts, engaging in conversations about personal experiences, and conducting comparative research on adolescence in different Francophone cultures.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2)

	Communities (Using Language Beyond the Classroom & Lifelong Learning) <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How do relationships with others shape who I am? ● How did experiences and events impact my childhood? ● How do life events in my adolescence influence the person I am becoming?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Relationships and life events during childhood and adolescence shape personal identity and independence, offering insights into the experiences of young people in francophone cultures.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	Content: (Students will know...) <ul style="list-style-type: none"> ● different activities that one does with friends. ● reciprocal actions. ● regular and irregular reflexive verbs. ● the Imperfect tense to describe habitual actions, weather, emotions etc. in the past. ● parts of a story to narrate in the past. ● the verb “avoir” (to have) and ‘etre” (to be) in the imperfect tense. ● adjectives used to describe people and events in the past. Skills: (Students will be able to...) <ul style="list-style-type: none"> ● interpret authentic texts to gain insights into friendship and life events of childhood and adolescence in the francophone world. ● exchange and present information about friendship and life events during childhood and adolescence. ● narrate past experiences that have affected your or another person’s present life and path toward independence. ● investigate how friendships and life events shape the lives of young people in Francophone cultures.

Unit Number and Title:	Unit 2 - La citoyenneté numérique (Digital citizenship)
Duration:	~10 weeks
Resource(s):	EntreCultures 3, Unit 2
Unit Overview:	<p>Digital Media, Technology, and Digital Citizenship</p> <p>This unit explores how digital media impacts lives in Francophone cultures and the rights and responsibilities of digital citizens while emphasizing the role of technology in pursuing personal interests. Students will learn the advantages and disadvantages of the Internet, rights and responsibilities, and how to find new interests. Through various assessments, students will analyze digital media use, discuss online habits, present their findings, and compare their digital experiences to those in Francophone cultures.</p>
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1)

	<ul style="list-style-type: none"> ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● How do digital media affect my life and that of others in Francophone cultures? ● What are my rights and responsibilities as a digital citizen? ● How can technology help me pursue my interests?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Digital media and technology shape daily life and responsibilities, influencing personal interests and social connections in both francophone cultures and our own communities.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to technology and the internet. ● safe ways to access technology. ● how technology is used in the francophone world. ● rights and responsibilities for using technology appropriately. ● direct and indirect object pronouns - me, te, nous, vous, lui, and leur. ● double object pronouns. ● the conditional tense for both regular and irregular verbs. ● si clauses to present hypothetical situations/Le conditionnel avec si + imparfait (V). <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● define digital citizenship. ● avoid repetition by using object pronouns. ● describe hypothetical situations using the conditional tense. ● exchange and present information about social networking, digital responsibilities, and safe use of technology.

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| | <ul style="list-style-type: none">● read, view, and listen to authentic texts about digital citizenship and social media.● interact with authentic texts such as data, infographics, or charts to gain insights into patterns of technology used in the francophone world.● investigate how access to and use of technology affect daily life in francophone cultures and in your community.● discuss advantages and disadvantages of the internet.● explore new interests by way of the internet and social media. |
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Unit Number and Title:	Unit 3 - Je me prends en charge (I take care of myself)
Duration:	~10 weeks
Resource(s):	EntreCultures 3, Unit 3
Unit Overview:	This unit explores how young people plan for their futures, balancing responsibilities and desires within both francophone cultures and their communities. Students will examine the impact of their generation on society while learning to express future possibilities and competencies. Through various activities, they will engage with authentic texts and present advice on future planning, focusing on work-related skills and goals.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p>

	<ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
Essential Question(s):	<ul style="list-style-type: none"> ● What do young people need to consider when planning for their future? ● How do young people balance their time between what they need to do and want to do in francophone cultures and in my community? ● What impact will my generation have on society?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Young people shape their future by balancing personal goals, responsibilities, and cultural expectations, influencing both their own lives and society.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to professions and where those people work. ● vocabulary related to verbs/activities that people do at work. ● the verb aller + infinitive to express what they are going to be. ● the verb vouloir + infinitive to express what they want to be. ● the relative pronouns “ce que” and “ce qui.” ● the future after “si” to express what might happen. ● the future after conjunctions. ● formal language for writing applications. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● exchange information about competencies, interests, and future plans. ● discuss a healthy work-life balance. ● interpret authentic texts such as videos, infographics, or articles to gain insights into the transition toward adulthood among young people in the Francophone world. ● present advice about planning for the future and describe work-related competencies and goals ● investigate how young people in Francophone cultures prepare for their future.

Unit Number and Title:	Unit 4 - Une génération responsable (A responsible generation)
Duration:	~10 weeks
Resource(s):	EntreCultures 3, Unit 4
Unit Overview:	This unit explores the role of individuals and communities in sustainability, emphasizing the impact of eco-friendly actions on the future. Students will investigate environmental initiatives in Francophone communities, compare them to local efforts, and create a personal action plan. Through discussions, research, and projects, they will reflect on their responsibility in protecting the environment and promoting sustainable practices.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpretive Communication (Standard 1.2) ● Interpersonal Communication (Standard 1.1) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2)

	<p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● What is my role as an eco-friendly citizen? ● How do my actions towards sustainability impact the future? ● What can we learn from various communities to improve the environment?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Individual and collective actions toward sustainability play a crucial role in shaping a better future, with lessons from francophone communities offering valuable insights into environmental stewardship.
<p>Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)</p>	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● vocabulary related to the environment. ● actions that can be taken in order to care for the environment. ● expressions related to what needs to be done. ● a variety of subjunctive expressions of obligation (regular and irregular verbs). ● the imperative mood to give directions (all forms - familiar/formal). ● the verbs savoir and connaître. ● persuasive language to get others to make changes. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● exchange information and advice about what it means to be eco-friendly. ● explain what needs to be done in order to care for the environment. ● give recommendations and persuade others to be eco-friendly. ● interpret authentic texts such as videos, charts, infographics, brochures, and articles to gain insights into patterns of sustainability in the Francophone world. ● present and defend plans for protecting the environment and meeting global challenges related to sustainability.

- investigate how young people in Francophone cultures face global challenges such as the protection of the environment.