

Wallenpaupack Area School District Planned Course Curriculum Guide

Department
World Language Department
French III

Course Description: In this honors level course, it is expected that the students develop a more spontaneous use of the language. Advanced grammatical structures are the focus of this course. Beginning literature is also studied. Students are expected to begin communicating exclusively in the target language.

Initial Creation Date (if applicable) and Revision Dates: 4/3/2025

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 1: Review of Present Tense	TIMEFRAME: ~10 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • ACTFL: • Communications: 1.1, 1.2, 1.3 • Cultures: 2.1, 2.2 • Connections: 3.1, 3.2 • Comparisons: 4.1, 4.2 • Communities: 5.1, 5.2
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will communicate in the present tense in the target language. • Students will discuss activities that began in the past but continue in the present.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Review of regular verbs in the present tense • Review of most-used irregular verbs in the present tense • Introduction of more, commonly used, irregular verbs in the present tense • Introduction of the present perfect continuous tense • Text and worksheet exercises
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Vocabulary quizzes • Board work (informal assessment) • Homework practice (informal assessment)
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Group work
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • French Three Years (text) • PowerPoint • Teacher-created worksheets
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Regular -ER, -IR and -RE verbs • Irregular verbs • Stem-change verbs • Depuis

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 2: Review of the Past Tense	TIMEFRAME: ~15 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>ACTFL:</p> <ul style="list-style-type: none"> • Communications: 1.1, 1.2, 1.3 • Cultures: 2.1, 2.2 • Connections: 3.1, 3.2 • Comparisons: 4.1, 4.2 • Communities: 5.1, 5.2
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will communicate in the simple past • Students will distinguish between transitive and intransitive verbs • Students will learn when to apply past participle agreement
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Review of Passé Composé of transitive verbs • Review of direct and indirect objects and their pronouns • Introduction of past participle agreement with direct objects • Review of Passé Composé of intransitive verbs • Review of past participle agreement with subjects • Review of “double agents”, those verbs that can be transitive AND intransitive • Introduction of reflexive verbs • Text and worksheet exercises
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Vocabulary quizzes • Board work • Homework practice • Paragraph about last weekend’s activities
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Group work
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • French Three Years (text) • PowerPoint • Teacher-created worksheets
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Transitive • Intransitive • Reflexive • Auxiliary verbs • Past participle • Direct/indirect object pronouns

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 3: Imperfect tense	TIMEFRAME: ~10 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>ACTFL:</p> <ul style="list-style-type: none"> • Communications: 1.1, 1.2, 1.3 • Cultures: 2.1, 2.2 • Connections: 3.1, 3.2 • Comparisons: 4.1, 4.2 • Communities: 5.1, 5.2
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will communicate about actions that occurred over time in the past • Students will describe people and things in the past • Students will begin to distinguish between the simple past and the imperfect
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Introduction of the imperfect tense • Discussion of uses of the imperfect tense • Review of “nous” form of verbs in the present tense, the base for the imperfect tense • Introduction of one exception to forming the imperfect tense • Weather terms • Textbook exercises for practice
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Vocabulary quizzes • Board work • Homework practice • Quiz on imperfect tense
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Group work
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • French Three Years (text) • PowerPoint
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Weather terms • Adverbs that trigger the use of the imperfect tense (souvent, toujours, d’habitude, chaque jour, etc.)

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 4: Imperfect vs. simple past	TIMEFRAME: ~10 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>ACTFL:</p> <ul style="list-style-type: none"> • Communications: 1.1, 1.2, 1.3 • Cultures: 2.1, 2.2 • Connections: 3.1, 3.2 • Comparisons: 4.1, 4.2 • Communities: 5.1, 5.2
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will communicate in the past tense about both events that were ongoing and those that occurred only once or a set number of times • Students will describe the background of a past event as well as the happenings of the event using the appropriate past tense
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Compare and contrast the uses of the imperfect and simple past tenses • Review the “trigger” words for the imperfect tense • Discuss “trigger” words for the simple past • Textbook exercises • Worksheet practice
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Vocabulary quizzes • Board work • Homework practice • “Ghost Story” writing • Exam on both tenses
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Group work • “Ghost story” writing
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • French Three Years (text) • PowerPoint
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Adverbs that trigger the use of the imperfect tense (souvent, toujours, d’habitude, chaque jour, etc.) • Adverbs/expressions that trigger the use of the simple past tense (une fois, d’abord, puis, ensuite, finalement, enfin, etc.)

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 5: Future Tense	TIMEFRAME: ~5 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>ACTFL:</p> <ul style="list-style-type: none"> • Communications: 1.1, 1.2, 1.3 • Cultures: 2.1, 2.2 • Connections: 3.1, 3.2 • Comparisons: 4.1, 4.2 • Communities: 5.1, 5.2
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will discuss their future plans • Students will communicate about the future, in general • Students will make predictions
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Introduction of future tense of regular verbs • Review of stem-change verbs and introduction of their future stems • Introduction of verbs that have an irregular future stem • Textbook exercises • Worksheet exercises • “mon avenir” activity (My future)
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Board work • Homework practice • “mon avenir” activity • Quiz on the future tense
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Group work • “mon avenir” activity
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • French Three Years (text) • PowerPoint
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Quand • Lorsque • Aussitôt que • Dès que

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 6: Conditional Tense	TIMEFRAME: ~5 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>ACTFL:</p> <ul style="list-style-type: none"> • Communications: 1.1, 1.2, 1.3 • Cultures: 2.1, 2.2 • Connections: 3.1, 3.2 • Comparisons: 4.1, 4.2 • Communities: 5.1, 5.2
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will communicate about things that “would” occur if the conditions were favorable • Students will discuss real and unreal conditions
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Discussion of similarities between the formation of the future and conditional tenses • Review of imperfect endings • Forming the conditional tense • Forming if/then statements • Discussion of real versus unreal conditions • Textbook exercises • Teacher-made worksheets
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Board work • Homework practice • Quiz on conditional tense and if/then statements
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Group work • Writing of if/then statements
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • French Three Years (text) • PowerPoint
<p>KEY VOCABULARY:</p> <ul style="list-style-type: none"> • Si • stem

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 7: Pluperfect tense	TIMEFRAME: ~5 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>ACTFL:</p> <p><u>Communications: 1.1, 1.2, 1.3</u></p> <p><u>Cultures: 2.1, 2.2</u></p> <p><u>Connections: 3.1</u></p> <p><u>Comparisons: 4.1, 4.2</u></p> <p><u>Communities: 5.1</u></p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will understand when to use the pluperfect (as it is not often used correctly in English) • Students will communicate about actions or events that had happened before another past event/action. • Students will use the pluperfect in conjunction with the simple past and the imperfect.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Discussion of compound tenses • Review of Past participles • Review of imperfect tense of AVOIR and ETRE • Discussion of uses of the pluperfect and comparison to English • Discussion of cause and effect with the pluperfect • Review of Past Participle agreement • Textbook exercises • Teacher-made worksheet
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Board work • Homework practice • Quiz on Pluperfect tense
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Group work • Cause and effect practice
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • French Three Years (text) • PowerPoint
<p>KEY VOCABULARY:</p> <p>Parce que (because)</p>

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 8: Future perfect tense	TIMEFRAME: ~5 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>ACTFL:</p> <ul style="list-style-type: none"> • Communications: 1.1, 1.2, 1.3 • Cultures: 2.1, 2.2 • Connections: 3.1, 3.2 • Comparisons: 4.1, 4.2 • Communities: 5.1, 5.2
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will make predictions about what “will have happened” by a specific point in time • Students will identify how English speakers use this incorrectly (or not at all) • Students will make predictions about their own futures
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Reinforcement of past participles and the rules of compound tenses • Review of the future forms of AVOIR and ETRE • Discussion of predicting events that will take place by a specific point in the future • Textbook exercises • Teacher-made worksheets • “D’ici dix ans” activity (Ten years from now)
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Board work • Homework practice • “D’ici dix ans” activity (Ten years from now) • Quiz on future perfect tense
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Group work • “D’ici dix ans” activity
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • French Three Years (text) • PowerPoint
<p>KEY VOCABULARY:</p> <p>D’ici Lors de Quand Lorsque Dès l’âge de Aussitôt que Dès que</p>

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 9: Past Conditional tense	TIMEFRAME: ~8 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>ACTFL:</p> <ul style="list-style-type: none"> • Communications: 1.1, 1.2, 1.3 • Cultures: 2.1, 2.2 • Connections: 3.1, 3.2 • Comparisons: 4.1, 4.2 • Communities: 5.1, 5.2
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will express unreal conditions, something that would have happened if things had been different • Students will express regret, using the expressions “should have’ and “could have”
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Reinforcement of past participles and the rules of compound tenses • Review of the conditional forms of AVOIR and ETRE • Discussion about expressing regret and unreal conditions • Discussion of If/then statements with compound tenses • Textbook exercises • Teacher-made worksheets
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Board work • Homework practice • Quiz on Past Conditional Tense • Exam on all if/then statements
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Group work • If/then statements expressing regret
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • French Three Years (text) • PowerPoint
<p>KEY VOCABULARY:</p> <p>Avec plus de temps</p> <p>Si</p> <p>J’aurais dû</p> <p>J’aurais pu</p>

Wallenpaupack Area School District Curriculum	
COURSE: French III	GRADE/S: 10-12
UNIT 10: The Little Prince (le Petit Prince)	TIMEFRAME: ~20 Blocks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>ACTFL:</p> <ul style="list-style-type: none"> • Communications: 1.1, 1.2, 1.3 • Cultures: 2.1, 2.2 • Connections: 3.1, 3.2 • Comparisons: 4.1, 4.2 • Communities: 5.1, 5.2
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Students will read a book in the target language • Students will look deeper into the lessons contained in the story • Students will communicate in the target language when discussing the story • Students will understand the spoken language when watching the movie based on the book • Students will write an additional chapter for the book, in which a lesson is taught
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Introduction of the “Passé Simple”, a literary past tense, for purposes of deciphering the text • List of vocabulary from text provided • Discussion of historical events in 1943 and the life of Antoine de St-Exupery • Shared reading aloud alternated with sustained silent reading and small group reading • Class “debriefing” after each section to check for understanding • Discussion of each lesson learned • Drawing of comparisons to modern-day experiences • Written summaries in designated notebook in target language
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Vocabulary Quizzes • Exam on first half of the book (on lessons contained therein) • Exam on second half of the book • Final project- Another Planet (Une Autre Planète)- written chapter as well as visual (planet or drawings)
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Small group reading/discussion • Summary writing
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <ul style="list-style-type: none"> • “le Petit Prince” by Antoine de Exupery, paperback • French Three Years (text) • DVD : Le Petit Prince (2015)
<p>KEY VOCABULARY:</p> <p>There is a lot of vocabulary that the students learn while reading this book. There are weekly quizzes to help them retain the vocabulary for future use while reading.</p> <p>There is a strong emphasis on cognates that will help students with higher-level English vocabulary (example: éphémère= ephemeral)</p>