

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

French III H Grade 10

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Curriculum Writing Team

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**French II
Grade 9**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Course Overview: French III Honors is an accelerated intermediate level course to the language and culture of French-speaking countries. This course is designed to teach French language and culture and to develop proficiency in communication skills in French at an honors level. A review of basic grammatical structures and an introduction to more complex grammar, vocabulary, and idiomatic expressions will allow students to form authentic and appropriate responses, and to participate, converse, and express themselves in French. Students will be reading several authentic resources and a play in its entirety as our literary choice.

Course Goals: In French III H, students will:

- Expand their vocabulary and grasp of grammar.
- Improve their ability to speak and understand spoken French.
- Develop their reading and writing skills.
- Gain a deeper appreciation for the cultural richness of the Francophone world.

Course Components:

1. **Speaking:**
 - Participate in conversations on a variety of topics.
 - Practice pronunciation and fluency through dialogues, presentations, and interactive activities.
2. **Listening:**
 - Improve listening comprehension through audio materials, songs, and videos.
 - Engage in listening exercises featuring native speakers from different French-speaking regions.
3. **Reading:**
 - Read and analyze authentic texts such as articles, short stories, and excerpts from novels.
 - Explore online resources, including French websites and magazines, to understand current events and cultural trends.
4. **Writing:**
 - Write short essays, journal entries, and creative pieces in French.

- Practice writing for different purposes, including formal and informal communication.

Cultural Exploration:

- **Products:** Study the tangible aspects of culture, such as cuisine, fashion, art, and technology.
- **Practices:** Learn about daily life, traditions, holidays, and social norms in various Francophone countries.
- **Perspectives:** Understand the values, attitudes, and viewpoints that shape the experiences of French-speaking communities.

Assessment and Evaluation:

- **Class Participation:** Active involvement in class discussions and activities.
- **Homework:** Regular assignments to reinforce classroom learning.
- **Quizzes and Tests:** Periodic assessments to evaluate progress in all four language skills.
- **Projects:** Individual and group projects that incorporate language use and cultural understanding.

Resources:

- Textbook and supplementary materials provided in class.
- Online platforms for additional practice and enrichment.
- Access to French media, including films, music, and news outlets.

By the end of this course, students will be better equipped to read, respond to, and create authentic materials in French. This will prepare them for advanced study and provide a strong foundation for using French in real-world contexts.

COURSE GOALS

The following Course Goals derive from the Connecticut Curriculum Trace Maps World Languages.

CONTENT STANDARD 1: Communication Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal)

Standard Number	Description
1.9-10.	Expand on idioms (e.g., “I know it like the back of my hand.”).
1.9-10.	Defend position on given social topic.
1.9-10.	Preview video without sound and write own dialog.

- 1.9-10. Debate the value of specific cultural traditions.
- 1.9-10. Respond to a series of instructions that involve interrelated tasks (e.g., how to drive a car, change a tire, etc.).
- 1.9-10. Participate in an interview (e.g., with a guest speaker, local celebrity, etc.).
- 1.9-10. Initiate and maintain discussions where some responses may be unpredictable (e.g., scenarios).
- 1.9-10. Express own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.
- 1.9-10. Engage in extended conversations on a variety of topics.
- 1.9-10. Interpret information presented visually (through art, drama, etc.).
- 1.9-10. Discuss advantages and disadvantages of an idea or proposed course of action (e.g., the year-round school, raising the age for getting a driver's license to 18).

CONTENT STANDARD 2: Communication Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)

Standard Number	Description
2.9-10.	Read and respond creatively to texts by scripting a skit.
2.9-10.	Write an editorial on a current issue.
2.9-10.	Characterize the tone, mood, and/or point of view of one or more speakers.
2.9-10.	Create a class web page.
2.9-10.	Read a story and represent the sequence of events through pictures, words, music, or drama (e.g., comic strip).
2.9-10.	Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).
2.9-10.	Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).
2.9-10.	Use target language to validate choice of vocabulary.
2.9-10.	Obtain information through email.

- 2.9-10. Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.).
- 2.9-10. Examine and discuss socio cultural elements represented via the Internet.

CONTENT STANDARD 3: Communication Students will present information, concepts and ideas to listeners or readers on a variety of topics. (Presentational)

Standard Number	Description
3.9-10.	Extract information from timetables, menus, advertisements.
3.9-10.	Write an editorial based on a teacher-designed topic.
3.9-10.	Respond in writing to personal questions.
3.9-10.	Write and present an original story.
3.9-10.	Complete authentic forms and documents (e.g., passport, driver's license, job application).
3.9-10.	Take detailed notes on a given topic via video.
3.9-10.	Retell events of a video using detailed notes.
3.9-10.	Write a well-organized paragraph.
3.9-10.	Proofread and peer-edit paragraphs.
3.9-10.	Adjust spoken presentation to suit the audience.
3.9-10.	Write a business letter.

CONTENT STANDARD 4: Cultures Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

Products of Culture

Standard Number	Description
4.9-10.	Research a cultural region of the target culture(s).
4.9-10.	Compare the contributions in sports between the target culture(s) and the U.S.

- 4.9-10. Identify the architectural and city planning contributions that the target culture(s) make(s) to American society and the world.
- 4.9-10. Identify and analyze the role of television in shaping attitudes and values in the target culture(s).
- 4.9-10. Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open-air markets, plazas, walled houses and cities, modes of transportation).
- 4.9-10. Compare how artists use universal themes in the U.S. and in the target culture(s) (e.g., love, grief, friendship, beauty).
- 4.9-10. Compare forms of government and the roles of major political leaders in the target culture(s) with those of the U.S.
- 4.9-10. Identify emigration and immigration patterns to and from the target culture country.
- 4.9-10. Study and experience the literature and arts that depict target cultural products, practices, and perspectives.
- 4.9-10. Research the role of film (movies) in the target culture.
- 4.9-10. Identify and recreate products and practices that represent subcultures of the target culture (e.g., Creole food, Algerian clothing, reggae music).
- 4.9-10. Explore the role religion and religious institutions play in the target culture.
- 4.9-10. Identify the economic situation of the target culture country and its position in the global economy.

Practices of Culture

Standard Number	Description
4.9-10.	Recognize and discuss cultural differences in educational requirements, grades, and attitudes in the target culture(s) and the U.S.
4.9-10.	Discuss how the roles of men and women and their occupations are changing.
4.9-10.	Describe attitudes toward money in the target culture(s).
4.9-10.	Identify practices and beliefs regarding body hygiene.

- 4.9-10. Identify perspectives and practices regarding what causes and/or cures illness or death in the target culture.
- 4.9-10. Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger, impatience in the target culture.
- 4.9-10. Exchange opinions with classmates on social issues from the target culture.
- 4.9-10. Recognize elements of humor, irony, and satire in the target language and culture.
- 4.9-10. Recognize the use of slang, dialects, and regionalisms in conversations.
- 4.9-10. Interpret and respond appropriately to nonverbal cues and body language.
- 4.9-10. Determine the appropriate distance to maintain while talking to someone, depending on the situation.

Perspectives

Standard Number	Description
4.9-10.	Compare the attitudes and beliefs about various social issues in the target culture(s) and the U.S.
4.9-10.	Discuss how historical events have influenced cultural perspectives in the target culture(s).
4.9-10.	Explore the values, attitudes, and beliefs that shape cultural perspectives in the target culture(s).
4.9-10.	Investigate how cultural perspectives impact behavior and interactions in the target culture(s).

CONTENT STANDARD 5: Connections Students will reinforce and expand their knowledge of other areas of study through the world language. (Interdisciplinary)

Standard Number	Description
5.9-10.	Demonstrate ability to use large numbers in real-life situations (e.g., buying a car, taking a trip, renting a house).
5.9-10.	Examine and describe unusual weather patterns (e.g., El Niño, le Mistral).
5.9-10.	Examine 20th-century developments in the areas of arts, music, and literature in the target culture(s).

- 5.9-10. Examine how target culture immigrants to the U.S. preserve their cultural traditions.
- 5.9-10. Use authentic documents to compare costs of goods and services, wages/salaries, etc., in the home and target culture(s).
- 5.9-10. Use a map to retrace the military campaigns/journeys of famous historical/legendary figures (e.g., Charlemagne, Columbus, Napoleon, Aeneas, Odysseus, etc.).
- 5.9-10. Give examples of social, political, and economic interdependence of the home and target culture(s).

CONTENT STANDARD 6: Connections Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary)

Standard Number	Description
6.9-10.	Research, record, and report scores of an athletic event.
6.9-10.	Use the Internet to record a log of weather conditions in the target country.
6.9-10.	Use the Internet to find employment opportunities in the target culture.
6.9-10.	Read, listen to, and view works of literature and arts that describe contemporary life in the target culture.
6.9-10.	Access and organize information through authentic language text and media to contribute to a topic being discussed in a different class.
6.9-10.	Research current weather conditions in target language countries via the Internet.
6.9-10.	Observe and record information about societal issues in the target culture through a variety of authentic texts and media.

CONTENT STANDARD 7: Comparison Among Languages Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.

Language Comparisons

Standard Number	Description
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- 7.9-10. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).
- 7.9-10. Demonstrate differences in writing systems.
- 7.9-10. Identify idiomatic expressions appropriate to a given situation in the target language.
- 7.9-10. Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.
- 7.9-10. Recognize that vocabulary conveys different meanings in various contexts within different cultures.
- 7.9-10. Recognize the existence of language varieties within cultures through dialect comparisons.
- 7.9-10. Select and use appropriate titles of address in the target language in a given situation.
- 7.9-10. Identify and compare differences in telephone etiquette in the target and native languages.
- 7.9-10. List and compare corresponding words with their social meanings in their particular cultures.

CONTENT STANDARD 8: Comparison Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Cultural Comparisons

Standard Number	Description
8.9-10.	Compare and contrast seasons and weather conditions of the target countries.
8.9-10.	Compare and contrast the concept of “snacks” in the two cultures.
8.9-10.	Discuss the similarities and differences between one’s own culture and the target culture as represented in the media and/or literature.
8.9-10.	Compare nuances meanings of words, idioms, and vocal inflections in the target language and their own.

- 8.9-10. Identify and explain the relationship between weather and cultural activities/practices in different countries.
- 8.9-10. Compare and contrast a typical “lunch” at home and in the target culture.
- 8.9-10. Compare and contrast tangible products of the target cultures and their own (e.g., dress, toys, sports, equipment, etc.).
- 8.9-10. Compare and contrast career choices and social roles in the target cultures and their own.
- 8.9-10. Analyze the relationship between cultural stereotyping and its implications in different cultures.
- 8.9-10. Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.

CONTENT STANDARD 9: Communities Students will use the world language both within and beyond the school setting for personal enjoyment, enrichment and active participation.

School and Community

Standard Number	Description
9.9-10.	Write to international corporations requesting information on job qualifications that include a second language.
9.9-10.	Compile a list of local part-time positions that have a need for proficiency in the target language.
9.9-10.	Re-enact famous target culture tales and stories for younger students.
9.9-10.	Use target language to request information about employment and career opportunities for bilingual speakers.
9.9-10.	Read and discuss articles in the target language on the global market.
9.9-10.	Host a native speaker of the target language.
9.9-10.	Exhibit familiarity with stock and bond markets of the target country.
9.9-10.	Teach some of the target language to peers or younger children.
9.9-10.	Familiarize a native speaker of the target language with the school community in the target language.

Personal Enrichment

Standard Number	Description
9.9-10.	Write or give a review of a cultural event/performance attended.
9.9-10.	Explore international shopping markets on the Internet.
9.9-10.	Explore opportunities to live and study in a target language culture.
9.9-10.	Create a portfolio showing involvement in at least 10 leisure activities where the target language was heard/read/spoken by the student.
9.9-10.	Explore an area of interest on the Internet.

The following Course Goals derive from the ISTE Standards for Students.

ISTE Standards for Students

1. Empowered Learner

- 1.1 **Learning Goals**
 - Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.
- 1.2 **Digital Age Learning**
 - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 1.3 **Personalized Learning**
 - Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. Digital Citizen

- 2.1 **Digital Rights and Responsibilities**
 - Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
- 2.2 **Digital Health and Wellness**
 - Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
- 2.3 **Digital Security**
 - Students understand the importance of securing their data and personal information online and are aware of cybersecurity issues.

3. Knowledge Constructor

- 3.1 **Information Literacy**

- Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
 - 3.2 **Knowledge Construction**
 - Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.
 - 3.3 **Digital Tools**
 - Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- 4. **Innovative Designer**
 - 4.1 **Creativity and Innovation**
 - Students create original works or responsibly repurpose or remix digital resources into new creations.
 - 4.2 **Communication and Collaboration**
 - Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
- 5. **Computational Thinker**
 - 5.1 **Computational Thinking**
 - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
 - 5.2 **Data Analysis**
 - Students analyze data to identify trends or patterns and use computational thinking to solve problems.
- 6. **Creative Communicator**
 - 6.1 **Creativity and Innovation**
 - Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.
 - 6.2 **Digital-Age Communication**
 - Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.
- 7. **Global Collaborator**
 - 7.1 **Digital Citizenship**
 - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
 - 7.2 **Global Awareness**
 - Students recognize the interconnectedness of the world and collaborate with others to solve problems and contribute to society.
 - 7.3 **Ethical Responsibility**
 - Students demonstrate empathy, compassion, and respect for the diversity of cultures and perspectives in the digital world.

COURSE ENDURING UNDERSTANDINGS

Students will understand that...

- the country where one lives influences one's lifestyle.
- technology influences human interactions and our means of transportation.
- our surroundings influence the daily routines and interactions in our community.
- different cultures have different rules of etiquette and working culture.
- our relationship with nature and wildlife is interconnected.
- creative expression is a means to create identity.

COURSE ESSENTIAL QUESTIONS

- How does the country where one lives influence one's lifestyle?
- How does technology influence human interactions and our means of transportation?
- How do our surroundings influence the daily routines and interactions in a community or a culture?
- What should we expect of the future and how do we prepare for it?
- What is our relationship with nature and wildlife?
- How do we express our creativity?

COURSE KNOWLEDGE & SKILLS

COURSE KNOWLEDGE:

Through completion of the coursework of French III H students will know the following topics:

1. Verbs:
 - *Ouvrir* and *offrir*
 - Reciprocal verbs (verbs like *se parler*, *se voir*)
2. Verb Tenses:
 - *Le conditionnel*
 - *Le futur simple*
 - Irregular stems in the *futur simple*
3. Grammar:
 - Prepositions with the infinitive
 - Negative/affirmative expressions
 - Demonstrative pronouns
 - Relative pronouns *qui*, *que*, *dont*, *où*
 - Interrogative pronoun *lequel*
 - *Si* clauses (conditional sentences)
 - Comparatives and superlatives of nouns
4. Cultural Topics:
 - Small shops and markets
 - Summer jobs

- The ecological movement in France
- Theater in France
- Literary arts
- TV and movies

COURSE SKILLS - these skills align with the ACTFL Intermediate Mid standards

By completion of the French III H course, students will be able to function in the four modes of communication: speaking, writing, listening, and reading.

- Speaking: Students will be able to...
 - handle successfully a variety of uncomplicated communicative tasks in straightforward social situations.
 - converse about personal information related to self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel, and lodging.
 - respond to direct questions or requests for information.
 - express personal meaning by creating with the language, in part by combining and recombining known elements and conversational input to produce responses typically consisting of sentences and strings of sentences.
- Writing: Students will be able to...
 - write short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics.
 - write can be understood readily by natives used to the writing of non-natives.
- Listening: Students will be able to...
 - understand simple, sentence-length speech, one utterance at a time, in a variety of basic personal and social contexts.
 - comprehend highly familiar and predictable topics although a few misunderstandings may occur.
- Reading: Students will be able to...
 - understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge.
 - understand some connected texts featuring description and narration.

COURSE SYLLABUS

Course Name

French III H

Level

Honors

Prerequisites

Successful completion of French II, Grade of A- or better in all quarters in French II, and midterm and final exam grades of A- or better, or teacher recommendation.

General Description of the Course

French III Honors is an intermediate-level course focused on the language and culture of French-speaking countries. The course aims to enhance proficiency in French communication skills. Students will:

- Review basic grammatical structures and explore more complex grammar, vocabulary, and idiomatic expressions.
- Develop the ability to formulate authentic and appropriate responses, participate in conversations, and express themselves effectively in French.
- Engage with multimedia authentic resources by reading current events and watching authentic videos about the French-speaking world.

Through these activities, students will deepen their understanding of French language and culture while honing their skills in communication, reading comprehension, and cultural appreciation.

Assured Assessments for each Marking Period:

Formative Assessments:

- o In class written responses
- o In class spoken responses
- o Workbook practice assignments
- o Online workbook practice quizzes
- o Class Participation

Summative Assessments:

- o Vocabulary Quiz Lesson A
- o Grammar Quiz Lesson A
- o Lesson Test
- o Vocabulary Quiz Lesson B
- o Grammar Quiz Lesson B
- o Unit Project
- o Skills based exam (will include one of the following skills: reading, writing, speaking, listening)

Supplemental Texts

- o Teacher selected articles from French media

UNIT 1 - *Reprise*
Chapter 1 Reprise - Level 1 and 2 review

Unit Goals

At the completion of this unit, students will be able to:

- talk about family, relationships, and life events
- discuss vacations and traveling
- talk about clothing to pack for a trip
- discuss their home and the chores they do around the house
- discuss routine activities
- talk about health

Standards:

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

CONTENT STANDARD 1: Communication Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal)

- 1.9-10. Respond to a series of instructions that involve interrelated tasks (e.g., how to drive a car, change a tire, etc.).
- 1.9-10. Participate in an interview (e.g., with a guest speaker, local celebrity, etc.).**

CONTENT STANDARD 2: Communication Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)

- 2.9-10. Read and respond creatively to texts by scripting a skit.**
- 2.9-10. Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).
- 2.9-10. Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).**
- 2.9-10. Use target language to validate choice of vocabulary.
- 2.9-10. Obtain information through email.
- 2.9-10. Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.).**

CONTENT STANDARD 3: Communication Students will present information, concepts and ideas to listeners or readers on a variety of topics. (Presentational)

3.9-10. Respond in writing to personal questions.

3.9-10. Write and present an original story.

CONTENT STANDARD 4: Cultures Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

4.9-10. Research a cultural region of the target culture(s).

4.9-10. Compare the contributions in sports between the target culture(s) and the U.S.

4.9-10. Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open-air markets, plazas, walled houses and cities, modes of transportation).

4.9-10. Investigate how cultural perspectives impact behavior and interactions in the target culture(s).

4.9-10. Identify practices and beliefs regarding body hygiene.

CONTENT STANDARD 6: Connections Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary)

6.9-10. Access and organize information through authentic language text and media to contribute to a topic being discussed in a different class.

CONTENT STANDARD 7: Comparison Among Languages Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.

7.9-10. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).

7.9-10. Demonstrate differences in writing systems.

7.9-10. Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.

7.9-10. Recognize that vocabulary conveys different meanings in various contexts within different cultures.

Unit Essential Questions

- How does the country where one lives influence one's lifestyle?

Reprise Scope and Sequence

Context	Structure	Culture/Panorama
La vie en famille: how to talk about family relationships, and life events	Passé composé with avoir Passé composé with être regular and irregular past participles object pronouns in the passé composé	Learn about French family celebrations
Les voyages: how to discuss vacations, including destinations and places associated with traveling; how to talk about travel preparations and packing for a trip	The imparfait The uses of the passé composé vs. the imparfait	Learn about vacations in France Read about the history of Les congés payés in France Read about interesting vacation destinations in the French-speaking world
A la maison: discussing their homes; talking about the chores they do around the house	The verbs devoir, vouloir, and pouvoir	
La toilette et la santé: discussing routine activities; talking about health,	Reflexive verbs The passé récent with venir de The pronouns y and en	Learn about historical and cultural information about francophone countries and territories

Unit Assured Assessments

Formative Assessments:

Students will have a variety of in class and out of class formative assessments to include:

- o In class written responses - based on the relevant context and structures aligned in the *reprise* unit, students will be given writing prompts that have them describe

themselves and their family, their routine and household responsibilities and a vacation that they have had in the past.

- o In class spoken responses - students will be given prompts that have them describe their family to a partner while the partner draws out their family tree based on the description.
- o Workbook practice assignments - there are 8 workbook pages that students will complete as supplemental at home practice that have students listen, read, and write to reinforce what they have learned in class.
- o Online workbook practice quizzes - students have additional practice and study materials offered by the online textbook.
- o Quizlet live/Kahoot - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a grade based on the work submitted. The students will have about 10-15 formative assessments per marking period.

Summative Assessments:

For the *reprise* unit students will have one summative assessment:

- o Lesson Test (formal x 1.0)

The summative assessment that students will complete will be an examination that covers the four main sections (family, vacation, lodging, daily routine) of the review chapter. The examination will have a listening, a reading, and a review of grammar from French 1 and 2 for each of the four topics.

Resources

Core

- Vista Higher Learning. *Chemins Level 3*. Publisher, 2023.

Time Allotment

- Approximately 3-4 Weeks

UNIT 2 - *La technologie*
Chapter 1- La technologie

Unit Goals

At the completion of this unit, students will be able to:

- talk about electronics and how to communicate using technology
- Talk about cars, traffic, and driving
- Express complex and reciprocal actions
- Say what they would do and make polite requests

Standards:

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

CONTENT STANDARD 1: Communication Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal)

- 1.9-10. Respond to a series of instructions that involve interrelated tasks (e.g., how to drive a car, change a tire, etc.).**
- 1.9-10. Participate in an interview (e.g., with a guest speaker, local celebrity, etc.).**

CONTENT STANDARD 2: Communication Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)

- 2.9-10. Read and respond creatively to texts by scripting a skit.**
- 2.9-10. Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).
- 2.9-10. Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).**
- 2.9-10. Use target language to validate choice of vocabulary.
- 2.9-10. Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.).**

CONTENT STANDARD 3: Communication Students will present information, concepts and ideas to listeners or readers on a variety of topics. (Presentational)

3.9-10. Respond in writing to personal questions.

3.9-10. Write and present an original story.

CONTENT STANDARD 4: Cultures Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

4.9-10. Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open-air markets, plazas, walled houses and cities, modes of transportation).

CONTENT STANDARD 6: Connections Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary)

6.9-10. Access and organize information through authentic language text and media to contribute to a topic being discussed in a different class.

CONTENT STANDARD 7: Comparison Among Languages Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.

7.9-10. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).

7.9-10. Demonstrate differences in writing systems.

7.9-10. Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.

7.9-10. Recognize that vocabulary conveys different meanings in various contexts within different cultures.

ISTE Standards for Students

1. Empowered Learner

○ 1.2 Digital Age Learning

- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.**

○ 1.3 Personalized Learning

- Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.**

2. Digital Citizen

○ 2.1 Digital Rights and Responsibilities

- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Unit Essential Questions

- How does technology influence human interactions and our means of transportation?

La technologie Scope and Sequence

Unité(Chapter)/ Leçon	Mise en scène/Contextes	Structures	Culture/Panorama
Leçon 1A	Technology and electronics	Prepositions with the infinitive	Technology
		Reciprocal verbs	
Leçon 1B	Cars and driving	The verbs ouvrir and offrir	Cars in France
		Le conditionnel	Île-de-France

Unit Assured Assessments

Formative Assessments:

Students will have a variety of in class and out of class formative assessments to include:

- o In class written responses - based on the relevant context and structures aligned in the technology unit, students will be given writing prompts that have them describe the differences between technology today and technology of previous generations; in lesson 1B students will write a story of a car accident.
- o In class spoken responses - students will be given prompts that have them describe their use of technology in their daily lives; students will perform a dialogue wherein they enact a discussion of vehicle problems.
- o Workbook practice assignments - there are 10 workbook pages per lesson section that students will complete as supplemental at home practice that have students listen, read, and write to reinforce what they have learned in class.
- o Online workbook practice quizzes - students have additional practice and study materials offered by the online textbook.
- o Quizlet live/Kahoot - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a grade based on the work submitted. The students will have about 10-15 formative assessments per marking period.

Summative Assessments:

For the *Chapter 1* unit students will have the following summative assessments:

- o Vocabulary Quiz Lesson A
 - 20 question quiz assessing students' ability to use the newly learned vocabulary on technology.
- o Grammar Quiz Lesson A
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of prepositions with the infinitive and reciprocal verbs.
- o Vocabulary Quiz Lesson B
 - 20 question quiz assessing students' ability to use the newly learned vocabulary on the topic of cars, traffic and driving.
- o Grammar Quiz Lesson B
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of the verbs *ouvrir* and *offrir* and the tense *le conditionnel*.
- o Unit Project
 - For this unit project students will create a multimedia presentation where they imagine they are participating in a contest to select the best futuristic vehicle for their community. For this they will have to make a proto-type and a written presentation to present to their government explaining they believe their invention would improve the community.
- o Skills based exam (will include one of the following skills: reading, writing, speaking, listening)
 - Presentational speaking exam where students will explain the advantages and disadvantages of a laptop, a tablet, and a smartphone for one of the following types of customers (children, teens, parents, or grandparents).

Resources

Core

- Vista Higher Learning. *Chemins Level 3*. Publisher, 2023.

Time Allotment

Approximately 6-8 Weeks

UNIT 3 - En ville

Chapter 2- En ville

Unit Goals

At the completion of this unit, students will be able to:

- Talk about errands and places around town
- Ask for and give directions
- Tell what they will do in certain situations
- Compare city life in France and other francophone communities

Standards:

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

CONTENT STANDARD 1: Communication Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal)

Standard Number	Description
1.9-10.	Defend position on given social topic.
1.9-10.	Debate the value of specific cultural traditions.
1.9-10.	Respond to a series of instructions that involve interrelated tasks (e.g., how to drive a car, change a tire, etc.).
1.9-10.	Express own thoughts and opinions on topics of social and personal interests such as music, literature, the arts, and the sciences.

CONTENT STANDARD 2: Communication Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)

Standard Number	Description
2.9-10.	Read and respond creatively to texts by scripting a skit.
2.9-10.	Write an editorial on a current issue.
2.9-10.	Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).

- 2.9-10. Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.).**
- 2.9-10. Examine and discuss socio cultural elements represented via the Internet.**

CONTENT STANDARD 4: Cultures Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

Products of Culture

Standard Number	Description
4.9-10.	Research a cultural region of the target culture(s).
4.9-10.	Identify the architectural and city planning contributions that the target culture(s) make(s) to American society and the world.
4.9-10.	Identify and analyze the role of television in shaping attitudes and values in the target culture(s).
4.9-10.	Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open-air markets, plazas, walled houses and cities, modes of transportation).
4.9-10.	Compare how artists use universal themes in the U.S. and in the target culture(s) (e.g., love, grief, friendship, beauty).

Perspectives

Standard Number	Description
4.9-10.	Investigate how cultural perspectives impact behavior and interactions in the target culture(s).

CONTENT STANDARD 5: Connections Students will reinforce and expand their knowledge of other areas of study through the world language. (Interdisciplinary)

Standard Number	Description
5.9-10.	Use authentic documents to compare costs of goods and services, wages/salaries, etc., in the home and target culture(s).

- 5.9-10. Give examples of social, political, and economic interdependence of the home and target culture(s).**

CONTENT STANDARD 6: Connections Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary)

Standard Number	Description
6.9-10.	Access and organize information through authentic language text and media to contribute to a topic being discussed in a different class.
6.9-10.	Observe and record information about societal issues in the target culture through a variety of authentic texts and media.

CONTENT STANDARD 7: Comparison Among Languages Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.

Language Comparisons

Standard Number	Description
7.9-10.	Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).
7.9-10.	Demonstrate differences in writing systems.
7.9-10.	Identify idiomatic expressions appropriate to a given situation in the target language.
7.9-10.	Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.
7.9-10.	Recognize that vocabulary conveys different meanings in various contexts within different cultures.
7.9-10.	Recognize the existence of language varieties within cultures through dialect comparisons.
7.9-10.	List and compare corresponding words with their social meanings in their particular cultures.

CONTENT STANDARD 8: Comparison Among Cultures Students will demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own.

Cultural Comparisons

Standard Number	Description
8.9-10.	Discuss the similarities and differences between one's own culture and the target culture as represented in the media and/or literature.
8.9-10.	Compare and contrast a typical "lunch" at home and in the target culture.
8.9-10.	Recognize the contributions of other parallel cultures (e.g., Native American, African, and European) to the target culture.

ISTE Standards for Students

Innovative Designer

4.1 Creativity and Innovation

- Students create original works or responsibly repurpose or remix digital resources into new creations.

4.2 Communication and Collaboration

- **Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.**

Creative Communicator

6.1 Creativity and Innovation

- **Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.**

6.2 Digital-Age Communication

- **Students use digital tools to communicate with others, express their views creatively and persuasively, and share ideas with diverse audiences.**

Unit Essential Questions

- How do our surroundings influence the daily routines and interactions in a community or culture?

En ville Scope and Sequence

Unité(Chapter)/ Leçon	Mise en scène/Contextes	Structures	Culture/Panorama
Leçon 2A	Errands and places around town	Voir, croire, recevoir, and apercevoir	Small shops and markets
		Negative/affirmative expressions	
Leçon 2B	Giving and asking for directions	Le futur simple	Cities and towns

Unit Assured Assessments

Formative Assessments:

Students will have a variety of in class and out of class formative assessments to include:

- o In class written responses - based on the relevant context and structures aligned in the city life unit, students will be given writing prompts that have them describe the city in which they live as well as a city in France and a city in Haiti; students will be given a map and asked to write directions for how to navigate from one point of the city to another.
- o In class spoken responses - students will be given group prompts that have them describe how to arrive at a certain destination and where they will need to go to complete daily life activities.
- o Workbook practice assignments - there are 10 workbook pages per lesson section that students will complete as supplemental at home practice that have students listen, read, and write to reinforce what they have learned in class.
- o Online workbook practice quizzes - students have additional practice and study materials offered by the online textbook.
- o Quizlet live/Kahoot - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a grade based on the work submitted. The students will have about 10-15 formative assessments per marking period.

Summative Assessments:

For the *chapter 2* unit students will have the following summative assessments:

- o Vocabulary Quiz Lesson A

- 20 question quiz assessing students' ability to use the newly learned vocabulary on errands.
- o Grammar Quiz Lesson A
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of the verbs *voir*, *croire*, *recevoir*, and *apercevoir* and use of negative/affirmative expressions.
- o Vocabulary Quiz Lesson B
 - 20 question quiz assessing students' ability to use the newly learned vocabulary on the topic giving and asking for directions
- o Grammar Quiz Lesson B
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of the *futur simple*.
- o Unit Project
 - For this unit project students will create a promotional video in groups of up to four students about a francophone city center wherein they describe where things can be found in the city in order to entice tourists to visit.
- o Skills based exam (will include one of the following skills: reading, writing, speaking, listening)
 - Presentational writing exam where students will write an entry about a future vacation they will take. Students will be required to describe a city based on an infographic and an article they will read, writing where they will go and how they will get to each place.

Resources

Core

- Vista Higher Learning. *Chemins Level 3*. Publisher, 2023.

Supplemental

- Access to flip.com

Time Allotment

- Approximately 6-8 Weeks

UNIT 4 - L'avenir et les métiers

Chapter 3- L'avenir et les métiers

Unit Goals

At the completion of this unit, students will be able to:

- Make and receive phone calls
- Talk about their goals
- Tell what they will do in the future
- Discuss their work or future career plans
- Say what they would do if they could

Standards:

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

Unit Essential Questions

- What should we expect of the future, and how do we prepare for it?

L'avenir et les métiers Scope and Sequence

Context	Structure	Culture/Panorama
Au bureau :Students will learn and practice vocabulary related to: • the workplace • job interviews • phone call	The future tense with Quand and dès que The interrogative pronouns lequel , laquelle , lesquels , and lesquelles Contractions with prepositions and forms of lequel	Learn about summer jobs in France Learn about young French people's opinions about summer jobs Learn about well-paying jobs in the francophone world
Les professions: Students will learn and practice vocabulary related to: • professions and occupations • the workplace	The use of si clauses with the conditional Si clauses with the present and the imparfait The relative pronouns qui , que , dont , and où	Learn about unions and strikes in France Learn about paid vacations and holidays in various francophone regions

		Learn historical, cultural, and geographical information about Afrique centrale
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Unit Assured Assessments

Formative Assessments:

Students will have a variety of in class and out of class formative assessments to include:

- o In class written responses - based on the relevant context and structures aligned in the careers unit, students will be given writing prompts that have them read a job description and respond to a listing;
- o In class spoken responses - students will interview each other in small groups on their professional skills and goals; students will role play professional telephonic communications following the etiquette of the French workplace.
- o Workbook practice assignments - there are 10 workbook pages per lesson section that students will complete as supplemental at home practice that have students listen, read, and write to reinforce what they have learned in class.
- o Online workbook practice quizzes - students have additional practice and study materials offered by the online textbook.
- o Quizlet live/Kahoot - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a grade based on the work submitted. The students will have about 10-15 formative assessments per marking period.

Summative Assessments:

For the *Chapter 3* unit students will have the following summative assessments:

- o Vocabulary Quiz Lesson A
 - 20 question quiz assessing students' ability to use the newly learned vocabulary on office work and applying for jobs.
- o Grammar Quiz Lesson A
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of the future tense with *Quand* and *dès que* The interrogative pronouns *lequel*, *laquelle*, *lesquels*, and *lesquelles* and contractions with prepositions and forms of *lequel*
- o Vocabulary Quiz Lesson B

- 20 question quiz assessing students' ability to use the newly learned vocabulary on the topic different professions and workplace lexicon.
- o Grammar Quiz Lesson B
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of the use of *si* clauses with the conditional *Si* clauses with the present and the *imparfait* The relative pronouns *qui*, *que*, *dont*, and *où*.
- o Unit Project (
 - For this unit project students will create a multimedia presentation where they imagine they are participating in a contest to select the best futuristic vehicle for their community. For this they will have to make a proto-type and a written presentation to present to their government explaining they believe their invention would improve the community.
- o Skills based exam (will include one of the following skills: reading, writing, speaking, listening)
 - Presentational speaking exam where students will explain the advantages and disadvantages of a laptop, a tablet, and a smartphone for one of the following types of customers (children, teens, parents, or grandparents).

Resources

Core

- Vista Higher Learning. *Chemins Level 3*. Publisher, 2023.

Time Allotment

- Approximately 6-8 Weeks

UNIT 5 - L'espace vert

Chapter 4- L'espace vert

Unit Goals

At the completion of this unit, students will be able to:

- talk about ecological and environmental concerns and practices
- Talk about nature and conservation
- Use the subjunctive with both impersonal expressions and to express will and emotion
- Use the comparative and superlative with nouns

Standards:

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

CONTENT STANDARD 1: Communication Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal)

1.9-10. Respond to a series of instructions that involve interrelated tasks (e.g., how to drive a car, change a tire, etc.).

1.9-10. Participate in an interview (e.g., with a guest speaker, local celebrity, etc.).

CONTENT STANDARD 2: Communication Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)

2.9-10. Read and respond creatively to texts by scripting a skit.

2.9-10. Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).

2.9-10. Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).

2.9-10. Use target language to validate choice of vocabulary.

2.9-10. Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.).

CONTENT STANDARD 3: Communication Students will present information, concepts and ideas to listeners or readers on a variety of topics. (Presentational)

3.9-10. Respond in writing to personal questions.

3.9-10. Write and present an original story.

CONTENT STANDARD 4: Cultures Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

4.9-10. Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open-air markets, plazas, walled houses and cities, modes of transportation).

4.9-10. Investigate how cultural perspectives impact behavior and interactions in the target culture(s).

CONTENT STANDARD 6: Connections Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary)

6.9-10. Access and organize information through authentic language text and media to contribute to a topic being discussed in a different class.

CONTENT STANDARD 7: Comparison Among Languages Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.

7.9-10. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).

7.9-10. Demonstrate differences in writing systems.

7.9-10. Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.

7.9-10. Recognize that vocabulary conveys different meanings in various contexts within different cultures.

ISTE Standards for Students

1. Empowered Learner

○ 1.2 Digital Age Learning

- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.**

○ 1.3 Personalized Learning

- Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. Digital Citizen

○ 2.1 Digital Rights and Responsibilities

- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Unit Essential Questions

- What is our relationship with nature and wildlife?

L'espace vert Scope and Sequence

Context	Structure	Culture/Panorama
Sauvons la planète :Students will learn and practice vocabulary related to: ● ecology ● the environment	The demonstrative pronouns celui , celle , ceux , and celles The usage of -ci and -la with forms of celui The present subjunctive of regular stem-changing, and spelling-change verbs The use of the subjunctive and the infinitive after some impersonal expressions	Learn about the ecological movement and environmental concerns in France
En pleine nature: Students will learn and practice vocabulary related to: ● nature and conservation ● animals	The use of the subjunctive to express will or emotion The present subjunctive forms of avoir , être , and faire Comparatives with nouns Superlatives with nouns	Learn about France's national parks Learn about some famous natural sites in the francophone world
		Learn historical and cultural information about the French regions of Provence-Alpes-Côte d'Azur and Corse

Unit Assured Assessments

Formative Assessments:

Students will have a variety of in class and out of class formative assessments to include:

- In class written responses - based on the relevant context and structures aligned in the technology unit, students will be given writing prompts that have them

- describe the differences between technology today and technology of previous generations; in lesson 1B students will write a story of a car accident.
- o In class spoken responses - students will be given prompts that have them describe their use of technology in their daily lives; students will perform a dialogue wherein they enact a discussion of vehicle problems.
- o Workbook practice assignments - there are 10 workbook pages per lesson section that students will complete as supplemental at home practice that have students listen, read, and write to reinforce what they have learned in class.
- o Online workbook practice quizzes - students have additional practice and study materials offered by the online textbook.
- o Quizlet live/Kahoot - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a grade based on the work submitted. The students will have about 10-15 formative assessments per marking period.

Summative Assessments:

For the *chapter 4* unit students will have the following summative assessments:

- o Vocabulary Quiz Lesson A
 - 20 question quiz assessing students' ability to use the newly learned vocabulary on ecology and the environment.
- o Grammar Quiz Lesson A
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of demonstrative pronouns, present subjunctive, and the use of the subjunctive after some fixed expressions.
- o Vocabulary Quiz Lesson B
 - 20 question quiz assessing students' ability to use the newly learned vocabulary on the topic of nature, conservation, and animals.
- o Grammar Quiz Lesson B
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of the comparative and superlative with nouns and the use of the subjunctive with the verbs être, aller, and faire.
- o Unit Project
- o Students will choose an environmental issue that they would like to explore further and research it consulting at least 3 sources. They will describe the nature, causes, and extent of the problem. Students will state if they believe the environmental issue is serious and justify their opinion. Finally students will propose 3 solutions to resolve the problem or mitigate its impacts, and explain how these solutions will be effective. Students can present their findings in a PowerPoint Presentation, video, song, poster or other medium agreed to with the teacher. Students will also provide a bibliography of sources consulted.

- o Skills based exam (will include one of the following skills: reading, writing, speaking, listening) (formal x 1.0)
 - Presentational speaking exam where students will explain in a written paragraph what they want their friends, school, and family to do to protect and preserve the environment. Students will state at least four things that these actors should do and one thing that they should stop doing

Resources

Core

- Vista Higher Learning. *Chemins Level 3*. Publisher, 2023.

Time Allotment

- Approximately 6-8 Weeks

UNIT 6 - Les arts

Chapter 5- Les arts

Unit Goals

At the completion of this unit, students will be able to:

- Talk about the theater and the performing arts
- Talk about films, television, books, and the fine arts
- Use the subjunctive to express doubt, disbelief, and uncertainty
- Use conjunctions that require the subjunctive

Standards:

At the completion of this unit, students will meet the following standards with priority given to the standards in bold:

CONTENT STANDARD 1: Communication Students will engage in conversation, provide and obtain information, express feelings and exchange opinions. (Interpersonal)

1.9-10. Respond to a series of instructions that involve interrelated tasks (e.g., how to drive a car, change a tire, etc.).

1.9-10. Participate in an interview (e.g., with a guest speaker, local celebrity, etc.).

CONTENT STANDARD 2: Communication Students will understand and interpret spoken and written language on a variety of topics. (Interpretive)

2.9-10. Read and respond creatively to texts by scripting a skit.

2.9-10. Identify organizational features of texts (e.g., paragraphs, diagrams, titles, headings, table of contents, references).

2.9-10. Comprehend unfamiliar text using contextual clues (e.g., including words with more than one meaning).

2.9-10. Use target language to validate choice of vocabulary.

2.9-10. Use authentic documents to compare costs of goods and services in the home (e.g., gasoline, food, shelter, etc.).

CONTENT STANDARD 3: Communication Students will present information, concepts and ideas to listeners or readers on a variety of topics. (Presentational)

3.9-10. Respond in writing to personal questions.

3.9-10. Write and present an original story.

CONTENT STANDARD 4: Cultures Students will demonstrate an understanding of the traditions, products and perspectives of the cultures studied.

4.9-10. Describe how people in the target culture(s) interact with their physical and social environment (e.g., living space, commercial and business space, parks and recreational space, open-air markets, plazas, walled houses and cities, modes of transportation).

4.9-10. Investigate how cultural perspectives impact behavior and interactions in the target culture(s).

CONTENT STANDARD 6: Connections Students will acquire and use information from a variety of sources only available in the world language, using technology, print, audiovisual, media, data and human resources. (Intradisciplinary)

6.9-10. Access and organize information through authentic language text and media to contribute to a topic being discussed in a different class.

CONTENT STANDARD 7: Comparison Among Languages Students will demonstrate an understanding of the nature of language through comparison of that world language and their own.

7.9-10. Compare grammatical structures between the native and the target language (e.g., word order, verb tenses, noun cases, number, etc.).

7.9-10. Demonstrate differences in writing systems.

7.9-10. Recognize noun and verb forms and how they function in the target language in relation to comparable elements in English.

7.9-10. Recognize that vocabulary conveys different meanings in various contexts within different cultures.

ISTE Standards for Students

1. Empowered Learner

○ 1.2 Digital Age Learning

- Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.**

○ 1.3 Personalized Learning

- Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

2. Digital Citizen

○ 2.1 Digital Rights and Responsibilities

- Students recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.

Unit Essential Questions

- How do we express our creativity?

Unit 5 *Les arts* Scope and Sequence

Context	Structure	Culture/Panorama
Que le spectacle commence! : Students will learn and practice vocabulary related to: ● theater ● performing arts	The subjunctive with expressions of doubt, disbelief, or uncertainty The subjunctive of irregular verbs aller, pouvoir, savoir, and vouloir Possessive pronouns The use of the expression être à quelqu'un	Learn about the theater in France Learn about some famous francophone musicians
Au festival d'art: Students will learn and practice vocabulary related to: ● fine arts ● films and television ● books	Conjunctions that require the subjunctive When to use the infinitive instead of the subjunctive Review of the subjunctive	Learn about Haitian painting Learn about traditional arts in the francophone world
		Learn historical and cultural information about the French regions of Bourgogne-Franche-Comté, le Grand Est and les Hauts-de-France

Unit Assured Assessments

Formative Assessments:

Students will have a variety of in class and out of class formative assessments to include:

- o In class written responses - based on the relevant context and structures aligned in the arts unit
- o In class spoken responses - Students will respond to teacher and peer questions regarding what type of music, films, plays, and concerts they like and the frequency with which they consume them.
- o Students will be given a list of questions regarding movies currently playing in France and will consult the movie theater site to answer questions relating to the genre of film, the actors involved, the length of the film, whether the film is playing in the original language with subtitles or is dubbed in French, ticket prices, and nearest metro station to the cinema.
- o Students will create a movie poster for a film that will include the title of the film, the actors, the director, and a sampling of their classmates' opinions on the film.
- o Workbook practice assignments - there are 10 workbook pages per lesson section that students will complete as supplemental at home practice that have students listen, read, and write to reinforce what they have learned in class.
- o Online workbook practice quizzes - students have additional practice and study materials offered by the online textbook.
- o Quizlet live/Kahoot - in class activities that will allow students to practice the new vocabulary and grammatical structures that they have learned in class with real-time feedback.

These formative assessments will be graded as informal assessments, which count as 30% of their marking period grade. These assessments will be graded in two ways: 1) a grade based on the completion of the task; 2) a grade based on the work submitted. The students will have about 10-15 formative assessments per marking period.

Summative Assessments:

For the *Chapter 5* unit students will have the following summative assessments:

- o Vocabulary Quiz Lesson A
 - 20 question quiz assessing students' ability to use the newly learned vocabulary on the performing arts
- o Grammar Quiz Lesson A
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of the subjunctive of the verbs *pouvoir*, *vouloir*,

aller, and *savoir* as well as possessive pronouns Vocabulary Quiz Lesson B

- 20 question quiz assessing students' ability to use the newly learned vocabulary on the topic of fine arts, film, television, and books.
- o Grammar Quiz Lesson B
 - 20 question quiz assessing students' ability to use the newly learned grammatical structures of conjunctions that require the subjunctive, and the use of the infinitive instead of the subjunctive. Unit Project
 - For this unit project students will write a critique of an artistic work such as a film, play, or other show. The critique will be broken down into three parts: an introduction which will briefly present the work, the development which will provide a detailed summary of the work, and a conclusion giving the student's opinion of the work and their recommendation on whether or not to see it.
 - Skills based exam (will include one of the following skills: reading, writing, speaking, listening)
 - Reading exam where students will respond to questions based on a Paris events guide.

Resources

Core

- Vista Higher Learning. *Chemins Level 3*. Publisher, 2023.

Time Allotment

- Approximately 6-8 Weeks

CREDIT

One credit in World Language
One class period for a full school year - one drop per 8 drop 2 cycle.

PREREQUISITES

Successful completion of French II

CURRENT REFERENCES

- Vista Higher Learning. *Chemins Level 3*. Publisher, 2023.
- *Les Choristes*. Directed by Christophe Barratier, performances by Gérard Jugnot, François Berléand, and Jean-Baptiste Maunier, Pathé, 2004.
- *Ratatouille*. Directed by Brad Bird, Pixar Animation Studios, 2007.
- *Jean de Florette*. Directed by Claude Berri, performances by Gérard Depardieu, Yves Montand, and Daniel Auteuil, Films A2, 1986.
- *Casablanca*. Directed by Michael Curtiz, performances by Humphrey Bogart, Ingrid Bergman, and Paul Henreid, Warner Bros., 1942.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- World Language Presentational Speaking Rubric
- World Language Interpersonal Speaking Rubric
- World Language Level of Engagement Rubric
- TPS Vision of the Graduate Rubric Skill Rubric: Communication Gr 9-12
- TPS Vision of the Graduate Rubric Skill Rubric: Collaboration Gr 9-12
- TPS Vision of the Graduate Rubric Skill Rubric: Critical Thinking/Problem Solving Gr 9-12

Reading Rubric

Trumbull High School School-Wide

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: - Clearly identifying the purpose of the text - Providing initial reaction richly supported by text - Providing a perceptive interpretation	Demonstrates understanding of text by: - Identifying the fundamental purpose of the text - Providing initial reaction supported by text - Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: - Partially identifying the purpose of the text - Providing initial reaction somewhat supported by text - Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: - Not identifying the purpose of the text - Providing initial reaction not supported by text - Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : - Extensively reshaping, reflecting, revising, and/or deepening initial understanding - Constructing insightful and perceptive ideas about the text. - Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : - Reshaping, reflecting, revising, and/or deepening initial understanding - Summarizing main ideas of text - Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : - Guided reflection and/or revision of initial understanding - Summarizing some main ideas of text - Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : - Struggle to implement guided reflection and/or revision of initial understanding - Struggle to summarize any main ideas of text - Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections - text to text - text to self - text to world	Demonstrates specific connections - text to text - text to self - text to world	Demonstrates general connections - text to text - text to self - text to world	Struggles to make connections - text to text - text to self - text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: - Critical analysis to create a conclusion supported by the text - Perceptive judgments about the quality of the text - Synthesis of text - Express a personal opinion.	Evaluates the text by one or more of the following elements: - critical analysis to form a conclusion from the text - thoughtful judgments about the quality of the text - Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: - Forms a superficial conclusion from the text - Assesses the quality of the text - Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: - Forming a conclusion from the text - Assessing the quality of the text - Using text to express personal opinion(s)

Writing Rubric

Trumbull High School School-Wide

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Purpose X_____	Student work: - Establishes and maintains a clear purpose - Demonstrates an insightful understanding of audience and task	Student work: - Establishes and maintains a purpose - Demonstrates an accurate awareness of audience and task	Student work: - Establishes a purpose - Demonstrates an awareness of audience and task	Student work: - Does not establish a clear purpose - Demonstrates limited/no awareness of audience and task
Organization X_____	- Reflects sophisticated organization throughout - Demonstrates logical progression of ideas - Maintains a clear focus - Utilizes effective transitions	- Reflects organization throughout - Demonstrates logical progression of ideas - Maintains a focus - Utilizes transitions	- Reflects some organization throughout - Demonstrates logical progression of ideas at times - Maintains a vague focus - May utilize some ineffective transitions	- Reflects little/no organization - Lacks logical progression of ideas - Maintains little/no focus - Utilizes ineffective or no transitions
Content X_____	- Is accurate, explicit, and vivid - Exhibits ideas that are highly developed and enhanced by specific details and examples	- Is accurate and relevant - Exhibits ideas that are developed and supported by details and examples	- May contain some inaccuracies - Exhibits ideas that are partially supported by details and examples	- Is inaccurate and unclear - Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	- Demonstrates excellent use of language - Demonstrates a highly effective use of standard writing that enhances communication - Contains few or no errors. Errors do not detract from meaning	- Demonstrates competent use of language - Demonstrates effective use of standard writing conventions - Contains few errors. Most errors do not detract from meaning	- Demonstrates use of language - Demonstrates use of standard writing conventions - Contains errors that detract from meaning	- Demonstrates limited competency in use of language - Demonstrates limited use of standard writing conventions - Contains errors that make it difficult to determine meaning

Presentational Speaking Rubric

World Language Department Specific

	4 Exemplary	3 Goal	2 Working Towards Goal	1/0 Needs Support
Purpose concentrates on: task requirements	Establishes and maintains a clear purpose. Demonstrates an insightful understanding of audience and task	Establishes and maintains a purpose. Demonstrates an accurate awareness of audience and task	Establishes a purpose. Demonstrates an awareness of audience and task	Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Topic Development concentrates on: thoroughness, organization, accuracy	Relevant, accurate, well developed, well organized, and richly detailed	Relevant , accurate, organized, and detailed	Somewhat irrelevant, limited accuracy, some organization, and limited details	Irrelevant , inaccurate, and lacks organization and details
Language Use and Structure concentrates on: target language, vocabulary, grammar	Highly effective use and control of level appropriate structures	Effective use of level appropriate structures	Some use of level appropriate structures	Limited or no use of simple structures
Delivery concentrates on: comprehensibility and overall public speaking skills	Articulate expression, pronunciation, and intonation. Clear voice, engaging presence	Ease of expression. Mostly accurate pronunciation and intonation. Clear voice	Some hesitation. Some inaccurate pronunciation and intonation	Much hesitation. Little to no fluency
Other _____				

Interpersonal Speaking Rubric

World Language Department Specific

	4 Exemplary	3 Goal	2 Working Toward Goal	1/0 Needs Support
Vocabulary concentrates on: chapter-related, situationally appropriate words, phrases, expressions	Broad range of topic related vocabulary and expressions, showing advanced, highly effective use of vocabulary	Appropriate, accurate and effective use of topic related vocabulary and expressions	Some appropriate and competent use of topic related vocabulary and expressions	Limited competency and use of topic related vocabulary and expressions Interference from another language.
Task concentrates on: fulfillment, elaboration, context appropriate	Insightfully fulfills the task with vivid details	Fulfills the task and performed what was asked.	Fulfills tasks with fewer details than what was asked	Fulfills the task with little to no details
Delivery concentrates on: fluency, timing, pronunciation	Pronunciation and intonation are excellent. Student speaks clearly. Confident ease of expression throughout.	Pronunciation is effective. Student speaks clearly. Mostly confident ease of expression throughout.	Pronunciation is adequate. Student speaks with hesitation but with some clarity. Some confident ease of expression throughout.	Pronunciation is inadequate and/or incorrect. Limited ease of expression throughout
Comprehensibility concentrates on: clarity of message	Can be easily understood by the listener, the message is clear	Can be understood by the listener, the message is mostly clear	Can be somewhat understood , the message is partially clear	Can be understood only with great effort , the message is not clear
Language Use and Structure concentrates on: grammar, accuracy, syntax	Demonstrates a highly effective use of standard speaking practices that enhances communication.	Demonstrates effective use of standard speaking practices. Errors do not detract from communicative meaning.	Demonstrates some appropriate use of standard speaking practices. Errors detract from communicative meaning.	Demonstrates limited use of standard speaking practices. Contains errors that make it very difficult to determine communicative meaning.
Other: _____				

Level of Engagement Rubric

World Language Department Specific

Topic	4	3	2	1
Use of target language (TL)	Always attempts to express oneself in TL before using English	Usually attempts to express oneself in TL before using English	Occasionally attempts to express oneself in TL before using English	Rarely attempts to express oneself in TL before using English
Interactive participation - on task - group work/pair work./Teacher (T) - listening - raising hands	Always on task -Always actively participates with partner(s)/T -Always listens attentively -Always attempts to respond to questions/class discussion	Usually on task -Usually actively participates with partner(s)/T -Usually listens attentively -Usually attempts to respond to questions/class discussion	-Occasionally on task -Occasionally actively participates with partner(s)/T - Occasionally listens attentively - Occasionally attempts to respond to questions/class discussion	-Rarely on task -Rarely actively participates with partner(s)/T - Rarely listens attentively - Rarely attempts to respond to questions/class discussion
Responsibility for learning - class materials - extra help - outside reading etc.	-Always brings required materials to class -Always asks for assistance if needed -Always initiates independent learning	-Usually brings required materials to class -Usually asks for assistance if needed -Usually initiates independent learning	-Occasionally brings required materials to class -Occasionally asks for assistance if needed -Occasionally initiates independent learning	-Rarely brings required materials to class -Rarely asks for assistance if needed -Rarely initiates independent learning
Attendance/promptness	-Always arrives on time to class -Always ready to fulfill assigned opening task -All absences are excused	-Usually arrives on time to class -Usually ready to fulfill assigned opening task -All absences are excused	-Occasionally arrives on time to class -Occasionally ready to fulfill assigned opening task -Absences are generally excused	-Rarely arrives on time to class -Rarely ready to fulfill assigned opening task -Absences are rarely excused
Behavior/civility - electronic devices - following directions - respectful of others - obeys classroom and school rules	-Always displays positive behavior in the classroom -Always respectful of others -Always follows school and classroom rules	-Usually displays positive behavior in the classroom - Usually respectful of others - Usually follows school and classroom rules	- Occasionally displays positive behavior in the classroom - Occasionally respectful of others - Occasionally follows school and classroom rules	- Rarely displays positive behavior in the classroom - Rarely respectful of others - Rarely follows school and classroom rules

TPS Vision of the Graduate Rubrics

Skill Rubric: Communication Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PURPOSE Expresses ideas in alignment with the intended purpose.	Limited demonstration of understanding. Purpose is not identified and/or not fully articulated. Does not or partially expresses ideas in alignment with purpose.	Purpose is identified and articulated but may be occasionally unclear. Expresses ideas with purpose.	Purpose is identified and clearly articulated and enhanced. Clearly expresses ideas in alignment with the intended purpose. Makes connections beyond the intended purpose.	
AUDIENCE Demonstrates an awareness of the intended audience.	Demonstrates little to no awareness of the audience. Language and content is inappropriate and/or ineffective for the audience.	Demonstrates an awareness of the audience. Language and content is appropriate and helps the audience understand the topic/position.	Clearly and consistently demonstrates a complete awareness of the intended audience by connecting to the audience and adjusting as needed. Engages with and responds to the intended audience in a developmentally appropriate manner. Language and content is appropriate and precise which helps the intended audience further understand the topic/position.	
ORGANIZATION Organizes and supports ideas in alignment with the intended purpose.	The organizational structure is not and/or minimally effective for the purpose. The topic/position is not focused and/or minimally supported by details.	Effective organizational structure supports the purpose. The topic/position is focused, well thought out, and supported by accurate and effective details.	Clearly expresses ideas in alignment with the intended purpose. Purpose is clearly identified and connections are made beyond the intended purpose. Substantive and accurate details support and extend the topic/position with exceptional development, specificity, and depth.	
LISTENING Receives and responds to ideas in alignment with the intended purpose.	Limited to no ability to listen to others. Unable to ask relevant questions. Can not paraphrase/restate the message.	Listens to, evaluates, and responds to others. Asks relevant questions. Demonstrates understanding by accurately paraphrasing/restating the message.	Actively listens to, evaluates and responds to others. Asks relevant questions that indicate an interest to learn more and understand further. Demonstrates understanding by accurately paraphrasing/ restating the message and expanding upon the ideas presented.	

TPS Vision of the Graduate Rubric

Skill Rubric: Collaboration Gr 9-12 (rev. 2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
PLANNING Works effectively with and is receptive to the ideas/contributions of group members.	Does not or lacks a discussion on the strengths of each group member. Does not define group roles.	Assigns roles and defines contributions of those in the group. Suggests ways the group can approach the task.	Assigns roles and defines contributions based upon the unique knowledge, abilities, or interests of those in the group. Plans the approach to the task and anticipates challenges and resolutions.	
COMMUNICATION Thinks with the group and acknowledges multiple perspectives.	Does not or rarely listens to the thinking of the group. Provides little to no feedback.	Utilizes the thinking of the group in order to work toward the completion of the task. Provides feedback.	Synthesizes and expresses the multiple perspectives of the group in order to complete the task. Provides feedback that improves the quality of the task.	
CONTRIBUTION Works with others to complete a task and shares the credit.	Little or no contribution to the task.	Shares work, reviews others' contributions and offers general feedback.	Shares work beyond the individual task, constructively critiques others' contributions, and offers feedback to improve the overall quality of the task.	
REFLECTION Monitors individual and collective contributions of each group member throughout the completion of the task.	Little or no reflection on ways to adjust the group's collaboration process throughout the task/product. Focuses only on individual contributions to the task.	Reflects and suggests individual and/or collective contributions to adjust the group's collaboration process to improve the quality of the task.	Applies relevant and diverse individual and collective contributions to monitor and adjust the quality of the task.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

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TPS Vision of the Graduate Rubric

Skill Rubric: Critical Thinking/Problem Solving Gr 9-12 (rev.

2024)

(Note: VOG Rubrics may revised by the district committee as needed)

Indicator of Attainment	Beginning 1	Meets 2	Exceeds 3	Score
UNDERSTANDING Identifies the problem, question or issue being addressed.	Exhibits limited and/or no understanding of key concepts.	Exhibits an understanding of key concepts.	Exhibits a thorough and accurate understanding of key concepts and can access those concepts from multiple perspectives.	
PLANNING Applies systematic thinking and selects strategies to address the problem, question or issue.	Shows limited to no evidence of a plan, model or strategy to solve a problem.	Shows a plan, model or strategy to solve a problem.	Shows innovative and creative thinking to solve a problem.	
QUESTIONING Analyzes relevant information related to the problem, question or issue.	Unable to or has difficulty questioning and analyzing numerical, written, or visual data and identifying related evidence.	Questions and analyzes numerical, written, or visual data and selects the relevant evidence.	Questions and analyzes numerical, written, or visual data and selects the most relevant and impactful evidence. Describes why different approaches to a problem or situation could yield the same or similar results.	
REFLECTION Makes evidence-based conclusions/solutions and makes adjustments as needed to address the problem, question or issue.	Solution is inadequately supported or supported with minimal evidence, limited analysis of data and relevant information.	Solution is accurately supported by evidence and the student makes conclusions based on appropriate evidence.	Solution is thorough, accurate, and evidence-based. Shows extensive, thoughtful and reflective thinking on how a problem is solved and makes adjustments as needed.	

SCORING

Beginning: 4 - 6

Meets: 7 - 9 GOAL

Exceeds: 10 - 12

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12