



French 3

Grades 10-12

Curriculum Committee Members

*Kristin Smith, Hazelwood Central High School
Kimberlee Moyer, Hazelwood Central High School
Riina Hirsch, ELA Curriculum Coordinator*

Reviewed by Foreign Language Teachers on November 29, 2017
Reviewed by Curriculum Advisory Committee on December 7, 2017
Reviewed by the Board of Education on May 15, 2018
Approved by the Board of Education on May 29, 2018

TABLE OF CONTENTS

French 3

Hazelwood School District Mission Statement	3
Hazelwood School District Vision Statement	3
Hazelwood School District Goals	3
Curriculum Overview	4
Course Overview	5
Unit 1	13
Unit 2	46
Unit 3	71
Unit 4	101
Unit 5	133
Unit 6	159

Hazelwood School District

Mission Statement

We are a collaborative learning community guided by a relentless focus to ensure each student achieves maximum growth.

Vision Statement

HSD will foster lifelong learners, productive citizens and responsible leaders for an ever-evolving society.

Board of Education on January 5, 2010

Goals

Goal # 1: Hazelwood students will meet or exceed state standards in all curricular areas, with emphasis in reading, writing, mathematics, science and social studies.

Goal # 2: Hazelwood staff will acquire and apply the skills necessary for improving student achievement.

Goal #3: Hazelwood School District, the community and all families will support the learning of all children.

Curriculum Overview

Advanced second language learning has proven to support overall academic success. The American Council on the Teaching of Foreign Languages (ACTFL) has demonstrated that language learning supports district goals such as increased reading proficiency and effective communication. Academic achievement on standardized tests is also positively impacted studying a second language such as French. The Hazelwood School District offers French 3 to allow students to develop more advanced reading, writing, speaking and listening skills in French.

Corollary to recent research, changes in state standards and ACTFL standards indicate curriculum needs to be updated to ensure Hazelwood's students are adequately prepared to meet grade-level learning expectations. A combination of communication proficiency and cultural awareness will be better supported through the revision of the existing curriculum as it will increase rigor and authenticity.

Before beginning to revise the curriculum, the curriculum committee members researched best practice to ensure the curriculum supports a foreign language approach that blends understanding of words and word parts, grammar constructions, effective communication and cultural awareness. Students will focus on authentic opportunities to think, read, write and speak in French to increase fluency and command of the language. The activities, materials and scoring guides for each unit are aligned directly to this framework.

The committee members aligned the curriculum with the World Languages Course Level Expectations established in February, 2011, by DESE. The curriculum meets all of the state and district requirements for 21st century skills, skill-building, student-centeredness and cultural relevance. French 3 is further aligned to build on language acquisition expected in French 1 and 2 to ensure students are gaining mastery of more advanced French grammar, vocabulary and culture.

The curriculum contains performance assessments, proficiency assessments and selected responses that are rigorous and outline clear expectations. As the curriculum is implemented and taught, the assessments will be revised. **The assessments are required**; the learning activities are suggested. Teachers are encouraged to select the learning activities which meet the needs of their students. Most activity guides within a unit are sequential and based on curricular resources to support student success on the associated assessments. Concepts and language acquisition are taught both descriptively and prescriptively to allow students to internalize language patterns.

COURSE TITLE: French 3

GRADE LEVEL: 10-12

Course Description:

French 3 students will improve their existing French skills. They will read, write and comprehend longer, quicker French exchanges and communicate more sophisticated opinions and preferences through comparisons of communities and cultures. The students will read more challenging short stories and authentic French periodicals and publications, and they will read at least one novel in French. The students will critique and analyze materials using their knowledge based of French. During the second semester, students will expand the foreign language experiences while reading and examining authentic and modified literature and texts and producing in-depth written and oral responses to those readings. Students will read at least one novel in French. They will build on their existing skills using the French 3 text. This course offers extended speaking opportunities, with higher expectations of length, grammatical complexity, overall fluency and speed. Students will spend an increased amount of class time speaking only French. (Prerequisite: French 2)

Course Rationale:

This advanced French course is designed to support students as they learn to communicate and interpret complex messages using the three modes of communication: interpersonal, interpretive and presentational. Students will read and write authentic stories, articles, letters and more. In addition, students will study comparative culture and history to deepen their mastery of 21st century skills such as critical thinking, problem solving and cultural competence. This course will build on the language skills acquired in previous courses to ensure students progress towards French fluency.

Course Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
Retour de Vacances	Le Bon Vieux Temps	Es Tu en Forme?	On S’amuse!	Le Monde du Travail	Le Petit Prince
15 class periods, 90 minutes in length	15 class periods, 90 minutes in length	15 class periods, 90 minutes in length	15 class periods, 90 minutes in length	15 class periods, 90 minutes in length	15 class periods, 90 minutes in length

Unit Objectives

Unit 1

1. The learner will be able to discuss/make plans for classes, back-to-school and after-school activities.
2. The learner will be able to discuss summer activities and vacation.
3. The learner will be able to describe and connect the geography and history of France.

Unit 2

1. The learner will be able to describe his/her childhood activities.
2. The learner will be able to discuss an event in the past.
3. The learner will be able to describe life in the country.
4. The learner will be able to compare life in the country and life in the city.

Unit 3

1. The learner will be able to describe their overall health.
2. The learner will be able to use expressions of necessity with the subjunctive mood.
3. The learner will be able to describe and evaluate practices contributing to a healthy lifestyle.
4. The learner will be able to use the conditional and imperfect tenses to describe and explain hypothetical situations.

Unit 4

1. The learner will be able to ask about and describe forms of entertainment such as film, literature, movies, and books.
2. The learner will be able to describe and explain forms of entertainment previously mentioned.
3. The learner will be able to use present participles as adjectives and gerunds.
4. The learner will be able to compare and contrast the entertainment and culture of multiple countries.

Unit 5

1. The learner will be able to describe and evaluate career paths.
2. The learner will be able to distinguish between masculine and feminine job titles.
3. The learner will be able to form the future tense of regular and irregular verbs.
4. The learner will be able to indicate that one future action precedes another future action using the future perfect.

Unit 6

1. The learner will be able to analyze the setting, main characters, exposition, climax, and resolution of the novel.
2. The learner will be able to follow and make connections among a logical sequence of events.
3. The learner will be able to follow and make connections among a logical sequence of events to determine themes and author's purpose.

Essential Terminology/Vocabulary

Unit 1 Vocabulary

- School vocabulary (la biologie, la cantine, la classe, un devoir, lycee, maths, l'histoire)
- Free-time activities (aller au cinema, faire du skate, monter a cheval)
- Expressing likes, dislikes, and preferences (Ce que j'aime, c'est, J'aime bien...mais je prefere, Je deteste)
- Asking about plans (Pourquoi on n'...pas...?)
- Camping and other vacation activities (camper, la gourde, la montagne, la tente, rendre visite a)
- Telling when and how often you did something (le soir, une semaine, quand, tous les jours)
- Describing a place in the past (C'etait, Il faisait, Il y avait)

Unit 1 Content Level Vocabulary

- Region
- Judiciary system
Revolution Motto
- Crusades Republic
European union
Emperor Regular verb
- Negative statement
Irregular verb
- Past tense Subject
Helping verb Past
participle
- Regular past participle
Irregular past participle
Subject agreement
Direct object
- Imparfait (imperfect
tense) Stem
- Regular ending
Background information
Interrupting event
Repeated past action

Unit 2 Vocabulary

- Childhood games and activities (jouer a chat perche, faire des farces, grimper aux arbres, collectionner)
- Talking about when you were a child (les souvenirs d'enfance, quand j'avais, petit, jeune)
- Telling about an event in the past (alors que, finalement, pendant que)
- Life on a farm (le canard, le cheval, le cochon, la grange)
- Comparing life in the country and the city (autant que, different de, plus...que, plus de...que, moins...que)
- Describing life in the country (calme, la campagne, propre, pur, tranquille, vivant)

Unit 2 Content Level Vocabulary

- Imparfait (imperfect tense)
- Stem
- Ending
- Spelling change
- Cedilla
- Accent aigu
- Irregular stem
- Repeated past action
- Background information
- Description
- Isolated past action
- Interrupting event

<p><u>Unit 3 Vocabulary</u></p> <ul style="list-style-type: none"> • Parts of the body (le bras, le cerveau, le coeur, le corps, le cou, le dos, le genou, la jambe, la pied) • Illness and injury (avoir la grippe, se blesser, se bruler, se casser, se fouler, malade, tousser) • Asking and telling how you feel (Je me sens mal, Tu as mauvaise mine, Tu as l'air) • Describing symptoms and giving advice (J'ai le nez qui coule, Je te conseille de, Tu dois...gazeuse) • Lifestyle choices (faire de l'exercice, fumer, manger léger, se peser, sauter des repas, se relaxer) • Sympathizing with someone (Ce n'est pas grave, Mon pauvre, Je te plains, Ne t'en fais pas) 	<p><u>Unit 3 Content Level Vocabulary</u></p> <ul style="list-style-type: none"> • Subjunctive mood • Indicative mood • Expression of necessity • Verb • Infinitive • Conjugation • Stem • Ending • Present tense • Boot verb • Irregular stem • Irregular form • Conditional • Si clause • If clause • Result clause • Imparfait
<p><u>Unit 4 Vocabulary</u></p> <ul style="list-style-type: none"> • Genres of film and literature (biographie, classique, comique, espionnage, guerre, poesie, d'amour) • Describing a movie or a book (C'est amusant, histoire passionnante, Il y a beaucoup de suspens) • Asking for and giving information (Qu'est ce, C'est avec, Qu'est ce) • Asking about preferences (Ce que je prefere) • Music (un animateur, le blues, le jazz, en direct, la techno) • TV (un jeu, les informations, reportage sportif, vedette, un spot publicitaire) 	<p><u>Unit 4 Content Level Vocabulary</u></p> <ul style="list-style-type: none"> • Relative pronouns • Subject • Verb • Object • Agreement • Prepositional phrase with "de" • Present participle • Stem • Ending • Present tense • Irregular present participle • Agreement • Interrogative pronoun • Masculine • Feminine • Singular • Plural • Demonstrative pronoun
<p><u>Unit 5 Vocabulary</u></p> <ul style="list-style-type: none"> • Professions (un architecte, artiste, auteur, avocat, chauffeur, cuisinier, ingénieur, fermier, medecin) • Asking about future plans and responding (Ca me plairait d', Quels sont tes projets d'avenir) • Making polite requests (Ca ne t'ennuierait pas de?, Vous serait-il possible de?) 	<p><u>Unit 5 Content Level Vocabulary</u></p> <ul style="list-style-type: none"> • Future tense • Stem • Ending • Irregular stem • Infinitive • Spelling change

	<ul style="list-style-type: none"> • Feminine forms of nouns • Pattern • Future antérieur (future perfect) • Precedes • Helping verb • Past participle • Main verb • Agreement
<p><u>Unit 6 Vocabulary</u> Specific chapter by chapter vocabulary from Le Petit Prince:</p> <ul style="list-style-type: none"> • Chapter 1 <ol style="list-style-type: none"> 1. la Forêt Vierge= the Virgin Forest 2. Avaler= to swallow 3. un fauve= a fox 4. Mâcher= to chew 5. Bouger= to move • Chapter 2 <ol style="list-style-type: none"> 1. une panne= a breakdown or machine failure 2. à peine= hardly; scarcely 3. un naufragé= shipwrecked 4. un radeau= a raft 5. frapper par la foudre= struck by lightning • Chapter 3 <ol style="list-style-type: none"> 1. fier= to be proud 2. un éclat de rire= a burst of laughter 3. un malheur= a misfortune or mishap 4. ajouter= to add 5. entrevoir= a glimpse; to foresee • Chapter 4 <ol style="list-style-type: none"> 1. ainsi= in this way; like so 2. étonner= to surprise 3. en dehors de= outside; apart from 4. sous peine de mort= under the pain of death 5. son avis= your opinion • Chapter 5 <ol style="list-style-type: none"> 1. les arbustes= the bushes; shrubs 2. venir à bout= to eat up 3. avec sagesse= with wisdom 4. une mauvaise herbe= a bad plant 5. pousser= to push or grow • Chapter 6-7 <ol style="list-style-type: none"> 1. la douceur= softness; gentleness; kindness 2. un coucher de soleil= a sunset 3. assister à= to attend 4. trop éloignée= too far 5. le crépuscule= twilight • Chapter 8 	<p><u>Unit 6 Content Level Vocabulary</u></p> <ul style="list-style-type: none"> • Allegory • Allusion • Ambiguity • Analogy • Antagonist • Character • Climax • Conflict • Connotation • Denouement • Exposition • Falling action • Flashback • Foil • Foreshadowing • Hyperbole • Imagery • Irony • Metaphor • Mood • Narrator • Oxymoron • Personification • Plot • Point of view • Protagonist • Resolution • Rising action • Setting • Symbolism • Theme • Tone

<ul style="list-style-type: none"> 1. orné= decorated 2. un seul rang= a single row 3. un bouton= a bud (flower) 4. avec soin= with care 5. fripé= crumpled; wrinkled • Chapter 9 <ul style="list-style-type: none"> 1. ramoner= to sweep; clean out 2. chauffer= to heat up 3. éteint= extinct 4. les feux de cheminée= chimney fires 5. des tas d'ennuis= a lot of trouble • Chapter 10 <ul style="list-style-type: none"> 1. l'hermine= ermine (fur) 2. interdire= forbidden 3. rougir= to redden; to blush 4. bredouiller= to mutter; to stutter 5. émerveiller= to enthral; to fill with wonder • Chapter 11-12 <ul style="list-style-type: none"> 1. saluer= to greet 2. frapper les mains= to clap the hands 3. soulever= to lift; to raise 4. les louanges= praise 5. hausser les épaules= to shrug • Chapter 13 <ul style="list-style-type: none"> 1. rallumer= to relight 2. la baliverne= nonsense 3. un hanneton= an insect 4. manquer= to miss 5. flâner= to wander; to stroll • Chapter 14 <ul style="list-style-type: none"> 1. un réverbère= a streetlight 2. un allumeur= lighter 3. cependant= nevertheless 4. éteindre= to extinguish 5. la consigne= an order • Chapter 15 <ul style="list-style-type: none"> 1. souffler= to blow; to exhale 2. un savant= a scholar 3. un fleuve= a river 4. déçu= disappointed 5. une enquête= a survey; an inquiry • Chapter 16-17 <ul style="list-style-type: none"> 1. quelconque= some; any 2. environ= around; about 3. entretenir= to maintain or keep 4. s'escamoter= to make disappear 5. les coulisses= wings 	
---	--

<ul style="list-style-type: none"> • Chapter 18-20 <ol style="list-style-type: none"> 1. poliment= politely 2. aperçu= to glimpse 3. manquer= to miss 4. une racine= a root 5. gêner= to make difficult • Chapter 21 <ol style="list-style-type: none"> 1. apprivoiser= to tame 2. un fusil= a rifle 3. un chasseur= a hunter 4. un champ= a field 5. inutile= useless • Chapter 22-23 <ol style="list-style-type: none"> 1. un aiguilleur= switchman 2. expédier= to send; to dispatch 3. gronder= to rumble; to scold 4. le tonnerre= thunder 5. poursuivre= to pursue; to chase • Chapter 24-25 <ol style="list-style-type: none"> 1. une goutte= a drop 2. un puits= a well 3. comme en rêve= as if in a dream 4. les plis du sable= folds of sand 5. embellir= to embellish; to make beautiful • Chapter 26 <ol style="list-style-type: none"> 1. un mur de pierre= stone wall 2. les jambes pendantes= legs dangling 3. un cache-nez= a scarf 4. mouiller= to moisten; to make wet 5. l'espérance= hope; expectation • Chapter 27 <ol style="list-style-type: none"> 1. la courroie de cuir= leather belt 2. tantôt= at times 3. sortir sans bruit= leave without a noise 4. une larme= a tear 5. semblable= similar 	
--	--

Course Materials and Resources:

Instructional Resources:

- *Bien Dit! 2018, Level 2*. Houghton Mifflin School, 2017. ISBN: 978-0544861343 (online access)
- *Bien Dit! 2018, Level 3*. Houghton Mifflin School, 2017. ISBN: 9780547871691 (online access)
- *Bien Dit!: French 2, Cahier De Vocabulaire Et Grammaire*. Holt/McDougal, 2013. ISBN: 9780544451476 (online access)