

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



World Language

French 3 & Honors French 3

Course Description

French 3 SCP and Honors focus on practical application of the target language. Emphasis lies on being able to communicate effectively in various thematic settings. The course is structured in thematic units ranging from personal descriptions to staying healthy, and travel. Students' listening skills are improved through daily exposure to level-appropriate French in regular classroom communication and the frequent use of audio/video. Grammar concepts are incorporated as needed throughout thematic units. This course is designed for students who wish to continue their language study and improve on their speaking, reading, writing and listening skills in the target language. Students in Honors French 3 will demonstrate greater mastery of performance and receptive language skills with increased independent production of language both spoken and written. With successful completion of the course, students will be at the Intermediate Low level of the ACTFL Performance Standards.

Speakers at the Intermediate Low sublevel are able to meet a limited number of uncomplicated communicative tasks in straightforward situations. Conversation is limited to predictable and concrete exchanges using short, conversational sentences with basic word order. Topics generally consist of basic personal information related to self, family, home, daily routines and activities, physical health and well-being, shopping, travel and lodging. At the Intermediate Low sublevel, speakers are primarily reactive. They are also able to ask some appropriate questions or requests for information.

Writers at the Intermediate Low sublevel are able to meet some limited practical writing needs. They can create statements and formulate questions based on familiar material, such as personal preferences, daily routines, and other personal topics. Writing consists of simple, short sentences with basic word order, often with repetitive structure, and is mainly framed in the present time. Topics are limited to predictable content areas and vocabulary is adequate to express elementary needs. There may be basic errors in grammar, word choice, punctuation, spelling.

Listeners are able to understand some information from sentence-length speech in basic personal and social contexts, although comprehension is often uneven and may require repetition. At this level, listeners show little comprehension of oral texts typically understood by Advanced-level listeners.

Readers are able to understand information from simple, connected texts dealing with a limited number of personal and social needs, although there may be frequent misunderstandings. Readers at this level will

Student Skills

- Students are able to understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences with texts that are spoken, heard, or written.
- Students can participate in spontaneous spoken or written conversations on familiar topics, creating sentences to ask and answer a variety of questions.
- Students can communicate information, make presentations and express thoughts about familiar topics, using simple and complex sentences through spoken or written language.
- In their own and other cultures, students can make comparisons between products and practices to understand perspectives.
- Students can interact at a functional level on some familiar contexts



World Language

French 3

Concepts	Essential Questions	Resources May Include:
La Maison (The Home)	<ul style="list-style-type: none"> · What are the similarities and differences between housing in France and in the U.S.? · How do I talk about the chores that must be done? 	<p>Develop a research project and presentation on various style homes in France and the US, noting five similarities and differences</p> <p>Create a todo list that emphasizes daily chores</p>
La Routine et la Santé (Daily Routines and Health)	<ul style="list-style-type: none"> · How do I talk about my daily routine and compare it to others'? · What can I do when I don't feel well? 	<p>Create a short dialogue that shares daily routines with individuals in small groups</p> <p>Craft a cartoon that prescribes healthy life choices and directions if one is not feeling well.</p>
En Ville (Around Town)	<ul style="list-style-type: none"> · How do I talk about things to do and see, accept and decline invitations. · Can I ask for directions and describe how to get somewhere? · Can I talk about the places in town I need to get to in order to carry out errands? · Can I talk about future plans? 	<p>Craft directions that demonstrate how to navigate google maps in the target language</p> <p>Create a list of questions that I think I'll need in order to carry out daily routines.</p>
Bon Voyage/À L'Hôtel (Traveling)	<ul style="list-style-type: none"> · What do I need to know to travel abroad successfully? · How do I make reservations and travel abroad? · Can I talk about what I would do under certain circumstances? 	<p>Create a list of questions and answers that can help lost travelers.in the target language</p> <p>Craft and perform a skit as a travel agent or hotel, clerk</p>
L'avenir et les métiers (The Future and Work)	<ul style="list-style-type: none"> · How to respond to a job advertisement · How to prepare for a professional career 	<p>Create a cover letter, that discusses professional experience, professional interests for a career</p> <p>Create an advertisement for a professions, noting the important skills needed to perform the job well</p>
Soyez à la mode (Be Fashionable)	<ul style="list-style-type: none"> How can I dress fashionably yet comfortably? · How can I express the differences and similarities between French and American fashion? 	<p>Create a dialogue between friends shopping together for clothing in a French speaking country, note style, size differences and price conversion</p> <p>Research and develop a presentation that compares the French and American Fashion of the 1990s</p>



Concepts	Essential Questions	Key Activities May Include:
The Future and Technology	<p>What steps can I take to prepare for my future in technology</p> <p>·What are some of the technological advances in the auto industry between the United States and France?</p>	<p>Create a presentation predicting what the world will be like in 50 years.</p> <p>Conduct a research project in preparation for a roundtable discussion on the history of automobile advancement</p>
Day by Day	<p>· How can I express my feelings and describe the feelings of others?</p> <p>· What is one way that I can say how I'm feeling on a typical day?</p>	<p>Write a journal describing your feelings and your life.</p> <p>Ask for help in a letter to an advice columnist.</p>
In Sickness and in Health	<p>· How do I explain how I feel when I am ill?</p> <p>· How do I talk to a doctor about my symptoms?</p>	<p>Perform a skit at the doctor's office with fictitious symptoms.</p>
"Drôle de mission" (Book on Tape)	<p>How do I summarize a story that I heard?</p> <p>· How do I recall the most important parts of a story ?</p>	<p>Develop questions for a Socratic seminar on themes in the audio story.</p> <p>Summarize and retell the story in their own words.</p> <p>Create a book cover based on understanding the themes, plot, characters of the book</p>
Le Petit Prince (Novel)	<p>· How do I read an entire novel and understand the evolution of the story?</p> <p>· How do I summarize a chapter that I read?</p> <p>· How do I write another chapter based on what I read?</p>	<p>Make a slideshow of images from the story.</p> <p>Write a new ending for the novel.</p>
Nature and Vacation	<p>· How do I talk about my vacation and events that happen during vacation?</p> <p>· How do I discuss environmental problems?</p> <p>· How do I describe an event that I discussed?</p> <p>· How do I describe the weather</p>	<p>Create a public service announcement about an environmental problem.</p> <p>Film a weather report.</p> <p>Create a newscast covering the events around an environmental disaster.</p>

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Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/ concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Standards	The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: http://www.doe.mass.edu/frameworks/
Priority Areas	Priority areas are defined by the state of Massachusetts as the most critical areas in each grade level on which instructional time should focus.
Content Standards	The Content Standards describe what students should know and be able to do once within the area of mathematics.
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Resources	Resources identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The resources identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.