



Ledyard High School

French 3 Curriculum

This course reviews language structures and continues to build conversational and composition skills. Students are introduced to more complex grammatical structures. Frequent opportunities for oral and written expression in the target language are provided in class. Students are assessed in reading, writing, listening, speaking, and knowledge of culture. Performance based assessments will replace some chapter tests. Students are expected to speak in French more than in English.

Prerequisite: Grade of C- in French II.

- **The ACTFL guidelines are located at the end of this document.**
- **Objectives are listed in the order they are presented.**
- **The objectives in bold are grammar items.**

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Unit 1:

At the completion of this unit, students will be able to express their likes, dislikes and preferences, ask about plans and tell how often they do used to do things. (18 classes)

Objectives	<ol style="list-style-type: none"> 1. Students will be able to express likes, dislikes, and preferences. 2. Students will be able to ask about the plans of others. 3. Students will review and practice the regular -er, -ir, and -re verbs in the present tense. 4. Students will review and practice irregular verbs; avoir, être, faire, aller, prendre and venir, in the present tense. 5. Students will be able to tell when and how often they used to do something. 6. Students will be able to describe a place from their past. 7. Students will review and practice the formation and use of the passé composé with avoir and être. 8. Students will review and practice the formation and use of the imparfait. 9. Students will review and practice the differences in use of the passé composé and imparfait.
Essential Topic Vocabulary	back to school activities and classes, after school activities, summer activities and places
Essential Question	How do culture and geography affect preferences and pastimes?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment (test) at the end of unit

Unit 2:

At the completion of this unit, students will be able to ask each other about future plans, make polite requests, phone calls and write a formal letter. (15 classes)

	1. Students will be able to ask about each other's future plans.
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Objectives	<ol style="list-style-type: none"> Students will be able to make polite requests. Students will review and practice the futur simple. Students will learn and use the names both masculine and feminine for different professions. Students will be able to make a phone call with the proper vocabulary. Students will be able to write a formal letter. Students will learn and use the futur antérieur. Students will learn and use the participe présent.
Essential Topic Vocabulary	Professions and services, telephone and formal letter vocabulary
Essential Question	How do culture and geography affect professional life and communication?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment: A career fair presentation with the responding of questions at the end of the unit.

Unit 3:

At the completion of this unit, students will be able to write their own fairy tale. (14 classes)

Objectives	<ol style="list-style-type: none"> Students will be able to set the scene for a story. Students will be able to continue and end a story. Students will learn and use the literary tense; le passé simple. Students will learn and use the relative pronouns with ce. Students will be able to relate a sequence of events. Students will be able to tell what happened to someone else. Students will learn and use le plus-que-parfait.
Essential Topic Vocabulary	Legends, fairy tales, and fables, historical accounts
Essential Question	How do culture and geography influence a society's values and shared history?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)
Journal assignment after objective #4
Assessment (quiz) after objective #4
Journal assignment at the end of the unit
Assessment (test) at the end of unit

Unit 4:

At the completion of this unit, students will be able to say what happened in a relationship, ask for and give advice along with share good and bad news. (13 classes)

Objectives	<ol style="list-style-type: none">1. Students will be able to say what happened in a relationship.2. Students will be able to ask for and give advice.3. Students will learn and use reciprocal verbs.4. Students will learn and use le conditionnel passé.5. Students will be able to share good and bad news.6. Students will be able to role place the renewing of old acquaintances.7. Students will learn and use the subjuncif after impersonal expressions.8. Students will learn how to use the subjontif with necessity, desire and emotions.
Essential Topic Vocabulary	Reciprocal actions, life events and emotions
Essential Question	How do culture and geography affect the formation of families and friendships?

Suggested Activities:
Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)
Journal assignment after objective #4
Assessment (quiz) after objective #4
Journal assignment at the end of the unit
Assessment (students will write and respond to questions in an advice column) at the end of unit

Unit 5:

At the completion of this unit, students will be able to express astonishment and fear, forbid and give warning, general directions and complain and offer encouragement in difficult situations. (14 classes)

Objectives	<ol style="list-style-type: none">1. Students will be able to express astonishment and fear.2. Students will be able to forbid and give warning when visiting parks and wildlife preserves.3. Students will work with the subjunctif using expressions of fear.4. Students will review and use the impératif of the verbs that use the subjunctif as the impératif.5. Students will be able to give general directions to someone.6. Students will be able to complain and offer encouragement in the continuation of an activity.7. Students will learn the difference between the verbs: apporter, amener, emporter and emmener.8. Students will learn and use the verbs followed by the prepositions à/de and l'infinitif.
Essential Topic Vocabulary	Nature, animals and extreme outdoor sports
Essential Question	How do culture and geography affect nature, wildlife and outdoor activities?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment (test) at the end of unit

Unit 6:

At the completion of this unit, students will be able to express certainty, possibility, doubt and disbelief along with request information. (12 classes)

Objectives	<ol style="list-style-type: none">1. Students will be able to express certainty and possibility.2. Students will be able to express doubt and disbelief.3. Students will learn how to use the subjunctif with doubt and uncertainty.
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	<ol style="list-style-type: none"> 4. Students will learn how to conjugate and use the verbs: croire and paraître. 5. Students will be able to break news as in a newscast. 6. Students will be able to ask about information presented. 7. Students will review and use object pronouns. 8. Students will Learn how to use and the differences with: Qui est-ce qui, qui est-ce que, qu'est-ce qui and qu'est-ce que
Essential Topic Vocabulary	Newspapers and magazines
Essential Question	How do culture and geography affect news media?

Suggested Activities:

Nearpod, Blooket, role play, songs and short videos

Required Activities: Oral assessment (Flipgrid)

Journal assignment after objective #4

Assessment (quiz) after objective #4

Journal assignment at the end of the unit

Assessment (Students will create their own newscast) at the end of unit

ACTFL performance descriptors for language learners – Interpersonal

<https://www.actfl.org/publications/guidelines-and-manuals/actfl-performance-descriptors-language-learners>

Text type- Understands and produces highly practiced word and phrases and an occasional sentence. Able to ask formulaic or memorized questions.

Vocabulary – Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic expressions.

Communication Strategies –May use some or all of the following strategies to maintain communication, able to:

- Imitate modeled words.
- Use facial expressions and gestures.
- Repeat words.
- Resort to first language.
- Ask for repetition.
- Indicate lack of understanding.

Cultural Awareness – May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions but may often miss cues indicating miscommunication.

ACTFL performance descriptors for language learners – Interpretive

Functions –Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on prior knowledge.

Language Control – May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.

Vocabulary – Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.

Communication Strategies - For alphabetic languages:

- Rely on recognition of cognates.
- May recognize word family roots, prefixes and suffixes.

Cultural Awareness – Uses own culture to derive meaning from texts that are heard, read, or viewed.

ACTFL performance descriptors for language learners - Presentational

Functions – May show emerging evidence of the ability to express own thoughts and preferences.

Contexts/Content – May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.

Text Type- Produces words and phrases and highly practiced sentences or formulaic questions.

Vocabulary – Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.

Communication Strategies – May use some or all of the following strategies to communicate, able to:

- Rely on a practiced format.
- Use facial expression and gestures.
- Repeat words.
- Resort to first language.
- Use graphic organizers to present information.
- Support presentations speaking with visuals and notes.

Cultural Awareness – May use some memorized culturally appropriate gestures, formulaic expressions and basic writing conventions.