

High School Course Description for French III Honors

Course Title: French III Honors**Course Number:** XXX**Grade Level:** 9-12**Meets a UC a-g Requirement:** XXX**Meets High School Graduation Requirement for:** XXX**Curricular Area:** World Languages**Length:** One year**Prerequisites:** French II with a B+ or better**Meets NCAA Requirement:** XXX

Course Description

This course consolidates and builds upon students' skills acquired in French I and II. The students will engage in conversation using French almost exclusively as related to aspects of family and friends, daily life and cultural interests, education and the workplace, entertainment, travel and vacations as well as to certain aspects of environmental and health concerns. Special attention is given to: 1) developing proficiency in listening comprehension, spoken interpersonal and presentational communication, 2) developing proficiency in writing, 3) understanding and synthesizing information, and 4) making comparisons between languages and cultures in an attempt to encourage cross cultural understanding and an appreciation for diversity. Students will have opportunities to use French in real life situations. The course will include a variety of authentic materials ranging from literary texts, newspapers and magazine articles, ads, charts and graphics, films, music, visual arts etc. The course will be conducted in French except for quick clarifications and/or brief grammatical explanations. Students will be required to complete assignments similar to those designed for AP students and to engage in independent reading. The course is intended for students planning to continue with AP French and/or continue French studies in college or career.

Alignment

This course is aligned to the January 7, 2009 World Language Content Standards for California Public Schools.

Instructional Materials

Required Textbook(s)

1. Discovering French Today Level 3. Holt McDougal, 2013
2. Trésor du temps, Niveau avancé. Glencoe, 2005

Supplemental Materials

3. Phosphore, French magazine

Suggested Video/DVDs/Films

4. Argent de Poche. Truffaut 1976
- Mon meilleur ami, Leconte, 2006
- Les comperes, Bourlat, 1983

Asterix et Obelix
 Au revoir les enfants, Malle, 1987
 Le Petit Nicolas, Tiraud, 2009

Web Sites

5. <http://childrensbook.about.com>
<http://www.youtube.com>
<http://www.lemonde.fr>
<http://www.lefigaro.fr>
<http://www.tfl.fr/>
<http://www.tv5.org>

<http://radiofrance.fr>
www.alalettre.com
<http://www.rfi.fr/emissions>
www.martiniquetourisme.com/Decouvrez
www.lesilesdeguaadeloupe.com
www.gouv.sn/spip.php
www.haititourisme.org
www.bonjourquebec.com

Exit Criteria

<u>Activities</u>	<u>Percentage</u>
Presentations/skits.....	15%
Class participation/Assignments/Quizzes.....	30 %
Exams/Compositions/Essays	30%
Class Projects.....	15%
Final Examination.....	10%
Total:	100%

Development Team

This Course of Study was developed in 2014 by Ester Crozier

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OVERVIEW

Students will learn to talk about their family members and friends and be able to describe both their physical appearance and their personality. Students will include details about family traditions and describe aspects of their family lives that may set them apart from other families. Students will narrate short stories in writing and orally in the present and also in the past. Students will be able to express emotions and beliefs. Students will be able to talk about aspects of their daily life such as: transportation, travel, education, chores, past times and entertainment. Students will also become increasingly aware of the presence and influence of French companies in the United States and they discuss jobs and the workplace. Additionally, students will address issues such as health and environmental concerns. The course will be conducted at least 90% of the time in the target language and students will be expected to communicate likewise both in writing and orally. Students will be assigned various presentations, discussions, essays, reading and projects all in the target language.

BIG IDEAS/ ESSENTIAL UNDERSTANDING

- ♦ Families and individual members of a community
- ♦ The relationship between culture and daily life activities
- ♦ Education and cultural identity
- ♦ Language and cultural differences
- ♦ Culturally specific approaches to health and environmental concerns
- ♦ Art as a reflection of culture and personal identity

ESSENTIAL/GUIDING QUESTIONS

- ♦ How do individuals contribute to the well-being of communities? ♦ How do the roles that families and communities assume differ in societies around the world?
- ♦ How is our daily life influenced by cultural products, practices and perspectives?
- ♦ How do societies and individuals define quality of life in different cultures?
- ♦ How does education help us to define and express our cultural identity?
- ♦ How does the study of language influence our mentality and tolerance towards different cultures?
- ♦ What importance does language have in the education system of other countries?
- ♦ How do the developments in science and technology affect our health?
- ♦ What environmental challenges do societies face around the world? ♦ What are the origins of those issues? ♦ What are possible solutions to those challenges?
- ♦ How do the arts both challenge and reflect our cultural perspectives?

CONCEPTS (Students will know)

Travel and vacations

Review of present tense

SKILLS (Students will be able to do)

Students will create a travel guide to plan a trip abroad, they will investigate the requirements to obtain a passport, research what they need to go through customs and discuss transportation options in France.

Students will be able to develop an account about their

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Regular verbs (Les verbs du trois groups) er ir re	feelings and ideas with accurate use of present tense. For oral and written reports, students should be fully understandable with sufficient vocabulary and at least one one idiomatic expression.
Family, friends and other personal relationships Students will learn about how one feels and inquiring about other people.	Students will explain how they feel and inquire about other people.
Daily routine	Students will relate their daily activities using spoken and written language.
Family and friendship in France	Students will be able to debate what aspects of family and friendships are important to them. They will compare and contrast French and American families.
Irregular verbs Groups of commonly used irregular verbs	Students will integrate high frequency irregular verbs in written and in spoken language to express a variety of ideas.
Aspects of daily life Learning about shopping in France	Students will create scenarios where they dramatize shopping a variety of items in a stationary shop. Student will fill their prescriptions or get over the counter medication at a pharmacy or they will request products at a convenience store. Students will be able to request services such as getting a Haircut in a hair salon. They will also be able to request repairs of personal belongings/electronics.
The use of articles	Students demonstrate correct use of articles in written and spoken language.
Reflexive verbs The reciprocal use of the reflexive	Students apply reflexive verbs in a manner that demonstrates understanding of the reciprocal use of such verbs.
Exploring some of the French speaking countries	Students will analyze and argue important aspects about francophone culture and influence in the French world.
Le passé compose	Students will be able to summarize events or relate specific actions as they took place in the past.
L'imparfait The use of the passé compose and the imparfait Pronouns	Students re-teach, in small groups, the formation of the imperfect tense and they are able to produce a table with complete accuracy about its uses to discuss

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<p>y, en le, la, les lui, leur order of pronouns</p>	<p>habitual actions, the progression of an act or to describe how things were. They will also be able to explain one's state of mind.</p>
<p>Entertainment, time, money and food</p>	<p>Students imagine and create various scenarios such as: going to the movies, going out to dinner, argue about celebrities and budgeting money.</p>
<p>The subjunctive</p>	<p>Students apply the subjunctive to express feelings or emotions, express doubt, possibility and need.</p>
<p>Review of basic structures Présent Passé Composé Imparfait</p>	<p>Students differentiate between the different tenses within the basic structures in their writing and are able to combine them within a composition.</p>
<p>French School System</p>	<p>Students will compare and contrast the French and the American education systems. Examine school organization in France and assess the importance of the Bac to French students.</p>
<p>Learn about the French Bac</p>	<p>Examine school organization in France and assess the importance of the Bac to French students.</p>
<p>The subjunctive The expression il faut que Vouloir que + subjunctive</p>	<p>Use the subjunctive after expressions of location Use the subjunctive after expressions of doubt and uncertainty</p>
<p>University studies and careers Learn about la fac/la faculte Deciding on a college major Learn about jobs that involve foreign Languages Looking for a job Role-playing job interviews</p>	<p>Students will evaluate, according to their personal interest, certain areas of study. They will discover job opportunities that involve the use of the French language and conduct peer mock interviews. Each student will create a resume in French as well as a letter of intent.</p>
<p>The environment and its protection</p>	<p>Students will discuss and make predictions about weather, and natural phenomena for future years. i.e. will we have a good ski season in So Cal? Consider the natural environment and decide on one aspect of it to develop a protection plan.</p>
<p>Learning about eco-tourism Learn about French attitudes toward the</p>	<p>Compare and contrast French and American</p>

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Environment	attitudes towards the environment.
Health and medical care	Students will be able to evaluate the medical system in France and in the United States.
Going to the doctor's office	Create a scenario about going to the doctor
Going to the emergency room	describe aspects of personal health and
Going to the dentist's office	wellbeing
Learning the importance of mineral Water to the French	
Music and visual arts	Students will be able to evaluate images of beauty in French art
Learning about French art movements	
Learning about the history of French song	
Writing	

UNIT OBJECTIVES TO BE ASSESSED

Travel and vacations :

Communications

Will explore and devise how...

To make travel plans and purchase tickets

To go through passport control and customs

To travel by plane and by train

Culture

Will discuss...

What French young people do when they travel abroad and where they go

Why train is the most popular means of transportation in France

How the Eurotunnel has linked Great Britain to France and the rest of Europe

Content

Formulate discussion plans

Consider options for travel and decide on means of transportation

Recommend on places where to stay based on their findings

Family, friends and other personal relationships

Communications

Create a composition about what a person looks like

Establish structure to daily activities

Deduce how one may feel in different circumstances

Relate knowledge about friends, acquaintances and family in different cultural settings

Culture

Investigate what constitutes the daily routine for different French people

Compare what friendship and family life mean to the French and with own culture

Examine what is involved in planning a wedding in France

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Content

- Summarize and illustrate what people do for themselves
- Depict and illustrate specific aspects of the colloquial daily routine
- Generalize about feelings and changes of mood: to identify and validate current emotions and variations thereof
- Model how people interact with each other and support observations of socio-cultural interactions
- Describe people and things in a clear and complete manner

Aspects of daily life

Communications

- Purchase items you might need
- Request to have items fixed or cleaned
- Request to get a haircut
- Ask for various services

Culture

- Will integrate knowledge of...
 - Where to buy various items and obtain various services
 - Differentiate shopping habits in France from the ones in the United States

Content

- Will be able to...
 - Answer questions using one or more pronouns
 - Formulate statements about a number of people and things without specifying exact quantities
 - Provide examples and illustrations of actions that people have others do for them

Exploring some of the French speaking countries

Communications

- Explain where people live
- Describe your community

Culture

- Deduce and justify...
 - How and why French speaking people feel close to their roots
 - What francophone monuments represent to their people

Content

- Integrate and apply skills to describe settings of events

Entertainment, time, money and food

Communications

- Will explore and experience how to...
 - Make travel or entertainment plans and purchase tickets as corresponds
 - Discover where to purchase tickets for a trip or event
 - Use local transportation

Culture

- Will investigate and determine...
 - What French young people do for entertainment and how they manage their time and money

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What are the most popular events for French young people and monetary limitations they face

Content

Evaluate the role of entertainment in a society

Describe their personal lives and contrast them with others in the class and people from different cultures.

French School System + University Studies and careers

Communications

To discuss what you plan to study in the future

To indicate what type of job or profession you would like to have

To convey your personal qualifications

To prepare a resume in French

Culture

Analyze

What the **bac** is all about and why it is so important for the French people

Which are the most popular professions in France

How to prepare for an interview with a French company

Content

Will be able...

To describe simultaneous actions

To indicate why you do certain things

To explain under which conditions or circumstances you do certain things

To express how your actions may depend on what others do

To evaluate how your actions have an effect on other people

The environment and its protection

Communications

Advise people they should take certain precautions and avoid certain dangers

Describe weather conditions and natural phenomenon

Assess efforts to protect the environment

Culture

Infer about French attitudes toward the environment

Research French practices to protect their environment

Investigate aspects about eco-tourism

Content

Narrate a sequence of events

Describe settings of events

Health and medical care

Communications

Create a model about

When to see a doctor or a dentist and explain what is wrong

How to follow the doctor's instructions

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Culture

Research ...

- How the French take care of their health
- Why the French drink mineral water
- How the French help provide health care to less fortunate people around the world
- The medical system in France

Content

- Express doubts and fears
- Affirm your beliefs
- Let people know how you feel

Music and visual arts

Communications

- Acquire proficiency to evaluate images of beauty in French art

Culture

- Conclude/deduce how different artist have expressed the concept of beauty

Content

- Discuss French songs, paintings and other forms of art

UNIT ASSESSMENT(S):

UNIT 1 - Week 1

Travel and vacations: Vacation Plan Booklet: Given a fixed budget, students plan a one week vacation to France or a French speaking country. Students will demonstrate understanding of required travel documents; investigate cost of air travel and hotel accommodations, local transportation, cost of main attractions, try new foods and budget for souvenirs.

UNIT 2 – Weeks 2-6

Family, friends and other personal relationships: Skit: Students will present skits in groups of 2-3 for the time length of 3-4 minutes to demonstrate adequate spoken language use of unit's vocabulary on family and friends. Exam: Students will also complete a written exam which aligns to subject standards and consist of multiple choice questions, short response and one long response/composition.

UNIT 3 – Weeks 7-12

Aspects of daily life: Exam: Students will complete an exam which aligns to subject standards and consist of listening comprehension multiple choice section, multiple choice questions, short response and essay prompt.

UNIT 4 – Weeks 13-17

Exploring some of the French speaking countries: Poster/Power Point Presentation: Based on research assignment about given French speaking country, students will create a poster/power point using illustrations: pictures, charts, texts etc. Students will use fully understandable French to share with their classmates what they learned about their country: family, traditions/celebrations, politics etc.

UNIT 5 – Weeks 18-19

Entertainment, time, money and food: Cultural presentation: On presentation day, students will record a 2 minute presentation in French summarizing aspects about the unit as it relates to them personally. Students will

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explain how they use their time, their preferred form of entertainment, their choice of food and how they would budget a given/fixed weekly allowance.

UNIT 6 – Weeks 21-22

French School System: Exam: Students will complete an exam which aligns to subject standards and consist of listening comprehension multiple choice section, multiple choice questions, short response and essay prompt.

UNIT 7 – Weeks 23-27

University studies and careers: Exam: Students will complete an exam which aligns to subject standards and consist of fill in the blank, multiple choice, matching and short response. Student will develop a CV and a letter of intent in French.

UNIT 8 – Weeks 28-30

The environment and its protection: Brochure/Presentation: Students will design a Save the planet student brochure where they will recommend how to solve and environmental problem: water/air pollution, global warming, deforestation etc. In their presentation, they will justify their ideas and try to convince their classmates of why their methods would work. Brochure and Presentation will be in French.

UNIT 9 –Weeks 31-33

Health and medical care: Exam: Students will complete an exam which aligns to subject standards and consist of listening comprehension multiple choice section, multiple choice questions, short response and essay prompt.

UNIT 10 – Weeks 34-37

Music and visual arts: Art Presentation: Research a form of art as chosen by student but from a pre-assigned French speaking country. Students will decide what art form they wish to research: a painting, a piece of music, an architectural structure, a film etc. Students will present in French for a minimum of 4 minutes and will provide background information about their artwork: artist, time period, art form, significance, influence and personal evaluation/interpretation of the piece.

KEY ASSIGNMENTS

Essays
 Timed write
 Exams
 Quizzes
 Readings
 Dictations
 Presentations in small groups and before whole class
 Skits
 Puppet shows
 Mini-movies
 Guided reading and writing
 Brochures
 Advertisements
 Passport to Europe/ Travel itinerary
 Research assignments
 Francophone countries, Francophone movement,

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Children’s book Curriculum Vitae Letter of intent Post impressionism / early 20th century art project Art work	
TEXTS	
Discovering French Level 3, Holt McDougal 2013 Trésors du Temps, Glencoe 2005 Phosphore, French magazine	
PACING	
Week by week pacing guide attached below.	
PRIORITY STANDARDS	SUPPORTING STANDARDS
Standards to be taught & assessed. Determined by <ul style="list-style-type: none"> ● Communication—To achieve communicative competence, students convey and receive messages effectively. Students actively transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that age –and stage- appropriate ● Cultures—To understand the connection between language and culture, students discern how a culture view the world. Students comprehend the ideas, and attitudes, and values that shape the target culture. Those shared common perspectives, practices, and products incorporate not only formal aspects of a culture such as contributions of literature, the arts, and science, but also the daily living practices, shared traditions, and common patterns of behavior acceptable to a society. As they progress along the Language Learning Continuum, students demonstrate their understanding of cultural perspectives by behaving in culturally appropriate ways. ● Content —As students become more literate in the target language, they acquire relevant content 	Communications Stage III <ul style="list-style-type: none"> 3.0 Students use planned language (paragraphs and strings of paragraphs). 3.1 Engage in oral, written, or Signed (ASL) conversations. 3.2 Interpret written, spoken, or Signed (ASL) language. 3.3 Present to an audience of listeners, readers, or ASL viewers. 3.4 Describe, narrate, explain, and state an opinion. 3.5 Demonstrate understanding of main idea and key details in authentic texts. 3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way. Cultures Stage III <ul style="list-style-type: none"> 3.0 Students determine appropriate responses to situations with complications. 3.1 Use products, practices, and perspectives in culturally appropriate ways. 3.2 Describe similarities and differences in target cultures and between students’ own cultures. Content Stage III <ul style="list-style-type: none"> 3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 3.1 Students address concrete and factual topics related to the immediate and external environment, including: <ul style="list-style-type: none"> a. Social norms b. Historical and cultural figures, stereotypes c. Animals and their habitats d. Community issues, current events

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through the study of various topics. This in turn expands their access to information from around the globe. At the same time, students use the language to participate in everyday social interactions with members of California's diverse communities. Moreover, the content that student acquire in the language classroom enables them to make connections and reinforce knowledge from other content areas of the curriculum. As they progress along the Language Learning Continuum, students address a wide variety of content that is age- and stage- appropriate.

- e. Origins of rites of passage, social and regional customs
- f. Environmental concerns
- g. Media, Internet, television, radio, film
- h. Cultural, historical, and geographic aspects of travel
- i. Curricular and extracurricular subjects
- j. Significant historical events
- k. Careers and future plans
- l. Nutrition, fitness, and health
- m. Geographically and culturally appropriate clothing
- n. Cultural differences in health care
- o. Effects of technology on the modern world

INSTRUCTIONAL STRATEGIES/INSTRUCTIONAL APPROACH/LEARNING EXPERIENCES

Authentic performance tasks and/or culminating projects or performances.

- Provide comprehensible input to encourage student response and participation
- Use of authentic materials to enable students to produce oral and written language
- Guided reading and writing
- Study grammatical forms
- Note taking
- Class and small group discussions
- Skits and play excerpts
- Story telling/retelling
- Shared reading
- Reading: books, magazine articles, internet articles
- Comprehension questions
- Story puzzles
- Peer editing of student essays
- Self assessments
- Create short videos and advertising
- Student presentations on chosen or assigned themes
- Student research assignments
- Film/text analysis
- Mock interviews
- Cultural comparisons

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French III Honors Syllabus

Course Objectives

- To reinforce students' skills in writing, reading and listening comprehension.
- To develop and strengthen students' skills in speaking and understanding French language.
- To deepen students knowledge and interest in the French contemporary culture.
- To encourage cross-cultural understanding and an understanding and appreciation for diversity.
- To grow in all areas of their communication skills as established by the state and national standards.

Textbook

- Discovering French Today Level 3. Holt McDougal, 2013
- Trésor du temps, Niveau avancé, Glencoe, 2005

Other sources and materials:

Phosphore, French magazine
Magazines, newspapers, Internet articles
Youtube videos
French Films

Course Planner

Week 1

Travel, vacations and leisure time (B.V. Ch 1)
Planning a trip abroad, going through customs (DFT U.5)
Le temps libre (DFT, Rappel 2)
En vacances (DFT, Rappel 5)
Cultural comparison: Travel destination and vacation activities for the French people.
Present tense review, high frequency regular verbs
Assessment: Travel itinerary, student presentations in small groups

Week 2

Personal description, describing the various aspects of one's daily routine (DFT U.1)
Expressing how one feels and inquiring about other people.
Les verbs de trois groups (TdT, p. 37-41)
Interrogative adjectives and interrogative pronouns review
Assessment: Quiz, charades competition, paragraph

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Week 3

Personal relations (DFT U.9)

Describing degrees of Friendship, expressing different feelings towards other people.

Irregular verbs: avoir, etre, faire, aller, venir (TdT, p. 11-16)

Describing future plans: Construction aller + infinitive

Assessment : Timed write, quiz

Week 4

Discussing the state of one's relationship with other people (DFT U. 9)

A Typical French wedding

Cultural comparisons: wedding traditions from student's culture, French culture and American culture.

Marriage: French culture and subcultures (BV Ch 6)

Irregular verb groupings (TdT, p. 40, 42)

Assessment: Dictation, small group presentation

Week 5

Family roles and expectations (DFT U.2)

Cultural comparisons: what are different members of the family expected to do and why?

Helping around the house, asking for help and offering help.

Passé composé (DFT U.3)

Vocabulary and idiomatic expressions

Reading: La Couverture (medieval fable)

Assessment: Essay, Oral presentation, quiz

Week 6

Student skit: Modern Family, presentations

Passé compose vs. imperfect (DFT U.3)

Assessment : Exam, skits

Week 7

Review of past tenses (TdT, p. 70)

Reading: Magazines and newspaper articles

Problem words, vocabulary and idiomatic expressions

Assessment: Essay, quiz

Week 8

Aspects of Daily life (DFT U.4)

Review: Les verbes réfléchis (DFT, U.1, TdT p.202-211)

Shopping for various items.

French department stores: Galeries de la Fayette, Printemps, Bon Marché; supermarkets: franprix and monoprix, la pharmacy, the tabac (convenience store), the post office and the hairdresser

Assessment: Puppet show

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Week 9

Asking for a variety of services (DFT U. 4)

Going shopping and asking for services

L'imparfait (TdT, p.74)

Assessment: Quiz, Pass the pen shared writing.

Week 10

Having one's haircut (DFT U. 4)

Reading: Une histoire de cheveux.

L'usage du passe compose et de l'imparfait (DFT U. 3)

Skit presentation : getting a haircut

Assessment: Quiz, dialogue

Week 11

The movies, going out, concerts and music, the life of a movie star

La description d'un événement

Pronouns: Object pronouns and their uses, positions of object pronouns, disjunctive pronouns (DRT U. 4)

Assessment : Quiz, paragraph

Week 12

Requesting repairs and other services (DFT, U.4)

Assessment: Essay, presentations, Examen

Week 13

A closer look: Martinique (www.martiniquetourisme.com/Decouvrez)

Readings and exercises on the conditional from the Trésor du temps.

Assessment: Quiz and essay

Week 14

A closer look: La Guadeloupe (www.lesilesdeguadeloupe.com)

Assessment: Timed write, Oral presentation

Week 15

A closer look: Sénégal (www.gouv.sn/spip.php)

Various magazine and news paper articles identifying past and conditional tenses.

Assessment: Quiz

Week 16

A closer look: Haïti (www.haititourisme.org)

“Les Aventures de Tidjo le petit haitien” a student cartoon/mini film

Assessment: Quiz and Composition, cartoon

Week 17

Review of future and conditional (TdT)

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Quebec: festivals and carnivals (www.bonjourquebec.com)

Quebec's motto: "Je me souviens"

Reading: Mon Pays (song)

Assessment: Story board, research poster and presentations/francophone monument

Week 18

Entertainment, time and money

Le café (B.V. Ch 3)

Basic structure review: Present, past and imperfect tenses.

Assessment: Cultural presentation draft and mock presentation in small groups, Quiz

Week 19

Celebrations and cuisine of France and the Francophone world

Assessment: presentations

Week 20

Finals

Week 21

Discussion: My winter break

Review of Basic structure: present, past and imperfect tenses. Narrating an event

Obtaining information and including descriptive details.

Week 22

The French education system

Demonstratives: Demonstrative adjective, the Indefinite Demonstrative Pronouns, the Definite Demonstrative Pronouns

The subjunctive (TdT, p. 169-173)

Assessment: Project: The French Academies, presentations in small groups

Week 23

Fields of study and professions (DFT U.10)

Construction: preposition + infinitive

Assessment: Research and make a list of French and Francophone companies that have branches in the United States. Find job postings to see what types of jobs are available for those who speak French.

Week 24

Creating a Curriculum Vitae and preparing for an interview (DFT U. 10)

Prepare and present skits to represent a job interview.

Interrogative and demonstrative pronouns (DFT U. 6.)

Assessment: CV, quiz

Week 25

Looking for work (DFT U.10)

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Cultural note: Minimum wage and employment benefits in France.
Possessive adjectives and pronouns
Assessment: Letter of intent draft, quiz

Week 26

Working from home. Shopping for new technologies using the FNAC website to find and compare prices to those of Best Buy or another technology stores in the country.
Cultural note: Legal age to obtain employment in France, where to begin looking for a job in France. Typical summer jobs French teens hold. (DFT U.10)
Le Futur (TdT, p. 137, DFT U.5)
Assessment: Cultural note summary, timed write

Week 27

Reviewing vocabulary for finding a job (DFT U.10)
Peer review of letter of intent and CV
Write brief letter of recommendation for a classmate to act as a former employer
Present final skit before class
The article (TdT)
Assessment: Performance on skit, Exam

Week 28

Talking about the weather and natural phenomena (DFT U. 3)
Constructions with Prepositions: Prepositions of place, Verb+Preposition+Infinitive, The à + de Verbs
Le Conditionnel (DFT U.8, TdT, p. 140)
Sequence of tenses in si-clauses (DFT U. 8)

Assessment: Short Essay

Week 29

How do the French Protect their environment? (DFT U.3)
Respire, song by Ilona Mitrecey about the environment.
Constructions with Prepositions: Verb[+Preposition]+Noun, The It is+Adjective+Infinitive Constructions, Verbal Constructions after Prepositions; Constructions with *pour*
Assessment: Timed-write

Week 30

Clip “Des forets et des homes” Mangroves and deforestation
Describing simultaneous actions (DFT U. 9)
Assessment: Project: Sauvons la Planète (Let’s save the planet) brochure

Week 31

Health and medical care (DFT U.7)

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Going to the doctor's office, describing your symptoms, explaining what is wrong, giving information about your medical history, understanding the doctor's prescriptions.

Explaining the purpose of an action: pour + infinitive, pour que + subjunctive (DFT U.9)

Assessment: Skit, Essay

Week 32

How do the French take care of their health? –How does the French health system work? What is the sécurité sociale? Why do the French consume so much mineral water? What is thermalisme? (DFT. U.7)

Assessment: skit, mini-film

Week 33

Students will find different current articles from sites such as: Le Figaro, Le monde, Science et Vie etc. The articles will be discussed in groups and presented to the class.

Assessment: News paper project and Presentation

Week 34

Impressionism: Edgar Degas, Pierre Auguste Renoir, Edouard Manet, Berthe Morisot, Claude Monet, Cezanne (DFT U.1, Interlude)

Assessment: Arts show brochure/program

Week 35

Surrealism and other artistic movements: Van Gogh, Paul Gauguin, Henri Rousseau, Toulouse-Lautrec, Henri Matisse, Camille Claudel, Rene Magrite (DFT U. 1, Interlude)

Online museums

Assessment: Art by students

Week 36

French singers: Jean-Baptiste Maunier, Damien Sargue, Lorie (Laure Pester), Clemence Saint-Preux.

Iconic French singers : Jacques Brel, Edith Piaf, Charles Aznavour

Johnny Hallyday, Claude-Francois

Assessment: quiz

Week 37

Overall Review

La publicité (French commercials)

Assessment: Student commercial

Week 38

Finals week

