

Title

Type

Document

Authors

Subject

Course

Grade(s)

Location

Curriculum Writing History

Notes

Attachments

French III

Essential

Map

Marisa LaVerde, Joel DeBarros, Susan Corbo

World Languages

French III

09 , 10 , 11 , 12

Roxbury High School

Title : French III
Type : Essential

	September				October				November				December				January				February				March				April				May				June							
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September/Week 1 - September/Week 3																																												
Review																																												
September/Week 4 - December/Week 13																																												
Unite 5 Vive le Sport (lecons 17-20)																																												
December/Week 14 - February/Week 24																																												
Unite 6 Chez Nous (lecons 21-24)																																												
March/Week 25 - May/Week 35																																												
Unite 7 Soyez a la Mode (lecons 25-28)																																												
May/Week 36 - June/Week 40																																												
Unite 8 Bonnes Vacances (lecon 29)																																												

Duration: September/Week 1 - September/Week 3

UNIT NAME: Review

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. A solid foundation is the basis for moving forward to build on prior knowledge and continue to learn the French language.</p>	<ol style="list-style-type: none"> 1. How can you introduce yourself as well as others? 2. How can you ask someone's name and age? 3. How can you express basic needs of thirst and hunger? 4. What role does the cafe play in French culture? 5. How is date, time, and weather stated? 6. What activities do you do during the day? 7. How can you accept or decline an invitation? 8. How can you describe yourself and others? 	<ol style="list-style-type: none"> 1. Introductions 2. Expressing thirst and hunger 3. Paying 4. French cafes 5. Date and time 6. Birthdays 7. Daily activities 8. Physical descriptions 	<ol style="list-style-type: none"> 1. Greet others 2. Introduce yourself 3. Express hunger and thirst 4. Discuss French cafes 5. Describe weather 6. State date and time 7. Share daily activities 8. Accept and decline invitations 9. Describe people 	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.A.G-Cultural: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.J-Cultural: Current trends and issues influence popular culture. (Topics that</p>

				<p>assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.B.G-Cultural: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/ dislikes, pastimes, schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.B.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.C.G-Cultural: The amount of leisure time available and how it is spent varies</p>
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				<p>among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/ dislikes, pastimes, schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.2-Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12) [State:New Jersey]</p> <p>7.1.IM.B.A.1-Ask and answer questions related to everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2-Handle simple transactions related to everyday life: (09-12)[State:New Jersey]</p> <p>7.1.IM.C.A.1-Handle simple transactions related to everyday life (09-12)[State:New Jersey]</p>
Plans:				

Duration: September/Week 4 - December/Week 13

UNIT NAME: Unite 5 Vive le Sport (lecons 17-20)

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. Sports and staying in shape are a part of the lives of Francophones.</p> <p>2. Reflexive verbs are used to describe many daily activities and personal care.</p> <p>3. Students will know how to communicate what is wrong when feeling sick or in pain.</p>	<p>1. What are popular sports?</p> <p>2. What are the parts of the body?</p> <p>3. How could you describe someone?</p> <p>4. What do you do to stay fit?</p> <p>5. How could you describe feeling sick or being in pain?</p> <p>6. What are reflexive verbs?</p> <p>7. How are reflexive verbs used in a variety of tenses?</p> <p>8. What are your daily activities?</p> <p>9. What is your daily personal care routine?</p> <p>10. How can you express your opinion?</p>	<p>1. body parts</p> <p>2. sports and activities</p> <p>3. health</p> <p>4. pronouns y and en</p> <p>5. definite articles</p> <p>6. reflexive verbs</p> <p>7. infinitive, present, past, imperative verb structures</p> <p>8. cultural reading</p>	<p>1. Discuss sports</p> <p>2. Identify parts of the body</p> <p>3. Talk about one's health</p> <p>4. Talk about location and quantities using y and en</p> <p>5. Express opinions</p> <p>6. Use a definite article with parts of the body</p> <p>7. Use reflexive verbs in infinitive form, present, past, future, and imperative</p> <p>8. Describe one's daily routine</p> <p>9. Reading for pleasure and understanding</p>	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.H-Cultural: Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) (09-12) [State:New Jersey]</p> <p>7.1.IM.A.2-Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.4-Use target language to paraphrase what is heard or read in oral or written</p>

				<p>descriptions of people, places, objects, and daily activities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.5-Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.7-Infer the meaning of some unfamiliar words in some new contexts. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.8-Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.1-Ask and answer questions related to everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2.3-Express needs. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.2.7-Express an opinion and preference. (09-12) [State:New Jersey]</p> <p>7.1.IM.B.H-Cultural: Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) (09-12) [State:New Jersey]</p> <p>7.1.IM.B.5-Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. (09-12)[State:New</p>
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				<p>Jersey] 7.1.IM.C.A.1.1-Express needs. (09-12)[State:New Jersey] 7.1.IM.C.A.1.3-Express an opinion and preference. (09-12) [State:New Jersey] 7.1.IM.C.H-Cultural: Wellness practices may vary across cultures. (Topics that assist in the development of this understanding should include, but are not limited to: sports and physical fitness activities and common health conditions/problems and remedies.) (09-12) [State:New Jersey] 7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey] 7.1.IM.C.5-Compare the cultural perspectives of the target culture(s) with those of one s own culture, as evidenced through the cultural products and cultural practices associated with each. (09-12) [State:New Jersey]</p>
Plans:				

Duration: December/Week 14 - February/Week 24

UNIT NAME: Unite 6 Chez Nous (lecons 21-24)

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. There are differences and similarities between French and American homes.</p> <p>2. Le Passe Compose and L'Imparfait are both used to describe the past.</p> <p>3. Each of these past tenses are used differently.</p>	<p>1. Where do you live?</p> <p>2. What is your house like? How many rooms? What is in each room?</p> <p>3. How are que and qui different?</p> <p>4. How are vivre and habiter different?</p> <p>5. How is the imparfait formed?</p> <p>6. What is the difference between the passe compose and the imparfait?</p> <p>7. When should each be used when describing the past?</p> <p>8. What expressions of time can be used to be more specific when describing past events?</p>	<p>1. House, room, furniture vocabulary</p> <p>2. Use of relative pronouns que and qui</p> <p>3. Use of vivre and habiter</p> <p>4. Formation of passe compose</p> <p>5. Formation of imparfait</p> <p>6. Differences between passe compose and imparfait</p> <p>7. Expressions of time</p>	<p>1. Tell where you live</p> <p>2. Describe a house and it's contents</p> <p>3. When to use qui vs. que</p> <p>4. Difference between vivre and habiter</p> <p>5. How to form the imparfait</p> <p>6. Say what you were doing at a certain time in the past</p> <p>7. Describe the background of a past action</p> <p>8. Talk about what you used to do on a regular basis</p> <p>9. How to use the passe compose and the imparfait</p> <p>10. Reading for pleasure</p> <p>11. Use time expressions when discussing the past</p>	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.2-Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (09-12) [State:New Jersey]</p>

				<p>7.1.IM.A.4-Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.5-Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.7-Infer the meaning of some unfamiliar words in some new contexts. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.8-Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.A.1-Ask and answer questions related to everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.4-Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (09-12)[State:New Jersey]</p> <p>7.1.IM.B.5-Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. (09-12)[State:New Jersey]</p> <p>7.1.IM.C.F-Cultural: Personal preferences and skills are key factors to consider when making decisions about postsecondary</p>
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				<p>plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject-area preferences, academic record, and career awareness, exploration, and preparation.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.G-Cultural: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes, schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p>
Plans:				

Duration: March/Week 25 - May/Week 35

UNIT NAME: Unite 7 Soyez a la Mode (lecons 25-28)

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. Fashion is an important aspect of French culture.</p> <p>2. There are a variety of places to shop in France.</p> <p>3. Expressing opinions, making comparisons, and making choices is a part of the shopping experience.</p> <p>4. French is the official language of some African countries.</p> <p>5. French speaking African countries have their own unique culture.</p>	<p>1. What is one wearing?</p> <p>2. What does the clothing look like?</p> <p>3. What is it made of?</p> <p>4. How does it fit?</p> <p>5. How much does it cost?</p> <p>6. Where can one shop for clothing and accessories?</p> <p>7. How do you like specific articles of clothing and accessories?</p> <p>8. How would you describe the items further?</p> <p>9. How would you compare items?</p> <p>10. Where in Africa is French spoken?</p> <p>11. What can we discover about these cultures?</p>	<p>1. clothing and accessories vocabulary</p> <p>2. numbers beyond 100</p> <p>3. French sizes</p> <p>4. irregular adjectives</p> <p>5. adverbs</p> <p>6. forms of lequel</p> <p>7. forms of celui</p> <p>8. French-speaking African countries</p> <p>9. African masks</p>	<p>1. Discuss clothing and accessories including</p> <p>2. colors, patterns, material, size and fit</p> <p>3. Where one can shop</p> <p>4. Count beyond 100</p> <p>5. Ask prices</p> <p>6. Read a French size chart</p> <p>7. Rank items</p> <p>8. Make comparisons</p> <p>9. Ask people to make a choice</p> <p>10. Use irregular adjectives</p> <p>11. Use adverbs</p> <p>12. Use interrogative pronoun lequel</p> <p>13. Use demonstrative pronoun celui</p> <p>14. Express opinions and preferences</p> <p>15. Read for pleasure</p> <p>16. Identify African countries where French is spoken</p> <p>17. Identify cultural aspects of these countries</p>	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.1-Identify the main idea and some supporting details when reading. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.A.2-Understand the gist and some supporting details of conversations dealing with everyday life. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A.3-Infer the meaning of some unfamiliar words when used in familiar contexts. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.J-Cultural: Current trends and issues influence popular culture. (Topics that assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and</p>

				<p>pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.1-Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.2-Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (09-12) [State:New Jersey]</p> <p>7.1.IM.A.4-Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.5-Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.6-Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.7-Infer the meaning of some unfamiliar words in some new contexts. (09-12) [State:New Jersey]</p> <p>7.1.IM.B.A.1-Ask and answer questions related to everyday life. (09-12)[State:New Jersey]</p>
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				<p>assist in the development of this understanding should include, but are not limited to: fashion, style, popular music, art, and pastimes.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.2-Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (09-12) [State:New Jersey]</p> <p>7.1.IM.C.3-Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. (09-12)[State:New Jersey]</p>
Plans:				

Duration: May/Week 36 - June/Week 40

UNIT NAME: Unite 8 Bonnes Vacances (lecon 29)

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>1. Planning a vacation can include communicating about destination, method of travel, what you will do during the trip, and what you would do in a variety of circumstances.</p>	<ol style="list-style-type: none"> 1. What do French young people do during vacation? 2. Where do French people vacation? 3. Where could French and Americans go on vacation? 4. How could you plan a vacation? 5. Where could you stay? 6. How can you describe your vacation plans? 7. How could you travel? 	<ol style="list-style-type: none"> 1. Countries of the world 2. Methods of transportation 3. Speaking about future plans 	<ol style="list-style-type: none"> 1. Name countries 2. Plan a trip 3. Describe vacation plans 4. Tell how you will travel 5. Tell where you will stay 6. Tell what you will do on vacation 	<p>7.1.IM-World Languages: All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities. (09-12)[State:New Jersey]</p> <p>7.1.IM.A.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.A.G-Cultural: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.A.2-Demonstrate comprehension of oral and written instructions connected to</p>

				<p>daily activities and to some unfamiliar situations through appropriate responses. (09-12) [State:New Jersey] 7.1.IM.A.4-Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (09-12)[State:New Jersey] 7.1.IM.A.7-Infer the meaning of some unfamiliar words in some new contexts. (09-12) [State:New Jersey] 7.1.IM.B.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence level and can use strings of sentences independently to: (09-12)[State:New Jersey] 7.1.IM.B.G-Cultural: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/ dislikes, pastimes, schedules, and travel.) (09-12)[State:New Jersey] 7.1.IM.B.4-Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (09-12)[State:New Jersey] 7.1.IM.C.A-Linguistic: The Intermediate-Mid language learner understands and communicates at the sentence</p>
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				<p>level and can use strings of sentences independently to: (09-12)[State:New Jersey]</p> <p>7.1.IM.C.G-Cultural: The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/ dislikes, pastimes, schedules, and travel.) (09-12)[State:New Jersey]</p> <p>7.1.IM.C.2-Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (09-12) [State:New Jersey]</p> <p>7.1.IM.C.5-Compare the cultural perspectives of the target culture(s) with those of one s own culture, as evidenced through the cultural products and cultural practices associated with each. (09-12) [State:New Jersey]</p>
Plans:				