**Course Overview:** *Français III*  *What will I learn in *Français III* ?*

Welcome to *Français III*. Students will advance from the novice level to the intermediate level in French III as they explore the diverse cultures of the French-speaking world. They will move from basic comprehension of textbook resources to being able to interpret and respond to authentic audio, visual, audiovisual, written and print resources from the French-speaking world by identifying the products, practices and perspectives of the cultures they study. As students work to master the indicative and subjunctive tenses they will be introduced to more grammatical structures and advanced vocabulary. Students will be working towards proficiency at the Novice High to Intermediate Low level.

**Activities:** *What will we be doing in this course?*

- Daily paired conversation activities
- Reading and interpreting articles
- Listening to music and watching movies
- Completing grammar practice activities
- Playing vocabulary review games
- Making cultural comparisons through oral presentations and in writing

**Units:** *What will we be learning about in this course?*

<table>
<thead>
<tr>
<th>Unit</th>
<th>Themes and AP* connection</th>
<th>Resources</th>
<th>Grammar</th>
<th>Summative Assessments-What can I do?</th>
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<tr>
<td>La Santé</td>
<td>Health and well-being, exercise and physical activity, nutrition</td>
<td>Lecture:<em>Les Français et la santé</em></td>
<td>Present and past tenses, as well as a review of the reflexive and ‘sens idiomatique’.</td>
<td>Assess my own health and well-being and prepare a written health diagram</td>
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<td></td>
<td>*Global Challenges-health issues, nutrition and food, safety</td>
<td></td>
<td></td>
<td>Make a video commercial for a healthy lifestyle</td>
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| La technologie | Technology: social media/online life  
*Global Issues* - | Lecture: *La technologie et les Français* | Prepositions with the infinitive  
Reciprocal reflexives  
The verbs ouvrir and offrir | Write an authentic email or text to French speaking person.  
Presentation on favorite type of social media. |
|----------------|-------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------|
| En Ville, L’avenir et les métiers | City life and errands, money and banking, post office, directions  
Professions and occupations, the workplace, job interviews  
*Contemporary life-proessions*  
*Global Issues* - diversity issues-tolerance, economic issues | Lecture: *Villes et village français*  
Lecture: *Les petits commerces* | Future simple, the verbs voir, croire, recevoir, apercevoir  
Negative/affirmative expressions, Si clauses | Ask and answer questions for a job interview  
Create a presentation about a new business that you would start and what your role would be  
Mid-term Exam (Jan) |
| Interlude: Une étude du film *Au revoir les enfants.* | Theme: perspective of young during Nazi occupation of France. Focus on contextual history of period and effect of occupation on youth. | Lecture: *Article court de l’Occupation des Français*  
La lettre de Guy Môquet | Revisit:le passé composé et l’imparfait  
Work on object pronouns. | Write a letter as a friend of Guy Moquet.  
Short presentational speaking: a review of the film. |
| L’espace vert | Environmental concerns, nature  
*Global Issues* - What environmental, political, and social issues propose | Lecture: *L’écologie*  
Lecture: *L’Homme qui plantait des arbres* | Subjunctive with verbs of will and influence, emotion, doubt and disbelief and denial | Write a persuasive essay or article about a problem with the environment that is important to you.  
Present your opinions |
Les arts littéraires

Contemporary Issue
-How do the arts both challenge and reflect cultural perspectives

Lecture: Le Petit Prince

Review of all tenses including subjunctive Simple Past

Read and orally interpret a contemporary text Final Project & Exam

Standards: What knowledge and skills will I gain by the end of this course?

Anchor Standards: This course will assess the knowledge and skills that learners build in the key anchor standards of:

Communication

- **Interpersonal Communication:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

Connections

- **Interpretive Communication:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

- **Presentational Communication:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

Cultures
- **Relating Cultural Practices to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

- **Relating Cultural Products to Perspectives**: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

![Connections](image)

- **Making Connections**: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

- **Acquiring Information and Diverse Perspectives**: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

![Comparisons](image)

- **Language Comparisons**: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

- **Cultural Comparisons**: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

![Communities](image)

- Learners use the language both within and beyond the classroom to interact and collaborate with their community and the globalized world. **Lifelong Learning**: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.
Content Standards: This course builds student knowledge using the ACTFL World-Readiness Standards and accompanying Novice Mid-Novice High Can Do Statements.

Assessment of Learning:
For information about assessment types, scoring, and overall grade calculation: click here.

Communication:
How Do I Access Work from Home, and What Should I Expect?
- All work will be posted in Google Classroom.
- The work will be explained during our in-person meetings and/or by video posted to Google Classroom.
- The work will also be explained in our Class Planner posted to Google Classroom.
- If you have any questions, email your teacher.

How Do I Know What My Grades Are?
- On Summative Assessments, teachers will provide both a 4-point grade and a letter grade.
- You can monitor your progress in the following ways:
  - By reading feedback and scoring returned to students on summative assessments.
  - By monitoring the scores and Overall Course Mastery Grade in the Parent/Student portal on JumpRope. Reminders to check grades will be sent from the school.
  - Communicating with your teacher if you are unclear.

Where Can I Find This Syllabus during the School Year?
- This syllabus will be available on the school website in each subject’s department tab once the school year is up and running. It will also be available in our Google Classroom.

How Do I See What’s Due?
- Assignment and summative assessment due dates with handouts are posted in Google Classroom, with connection to Google Calendar, for student access.

How Do I See What’s Past Due?
- If a student is missing a grade on an assessment, it will be listed in the red “Missing Assessment” section of the JumpRope Parent/Student Portal along with any attachments. Please contact your teacher if you have any questions.

Materials:
The following materials will be provided.

Textbook: D’accord! 2, Tactics & handouts as well as Le Petit Prince
Scholastic Magazine Access Bonjour!
2-pocket folder
Composition Notebook and loose leaf paper
Index Cards
The following materials are not provided but are recommended for the course:

- pencils/pens
- Highlighters in multiple colors
- 3-ring binder (individual 1”, or section of larger binder)

**Schoolwide Procedures:**
Please see the Student Handbook for Procedures and Policies related to: Due dates and deadlines, extra credit, retaking assessments, and turnaround time for grade entry.

**Personal Mobile Devices:** This class will follow the procedures outlined in the student handbook.

**Classroom Expectations:**
French will be spoken by the teacher during class. It is expected and it is important that you will speak to your teacher and to your classmates in French (as you can!) as we are a community of learners and are all working on becoming proficient. *Parlons français!!*

Here are some suggestions about how to enhance your learning:

- Listen actively to your classmates and your teacher
- Use visuals and unit essential phrases in your responses
- Be curious and ask questions!
- Be prepared (on time, focused and with your binder and pen or pencil)

**Think about French outside of class!**

- Complete your homework on time-check Google Classroom frequently.
- Enlist a family member or friend to practice.
- Spend time watching French tv or movies, listening to a duolingo podcast or music.