

**Wallingford Public Schools - HIGH SCHOOL COURSE OUTLINE**

<b>Course Title:</b> French 3	<b>Course Number:</b> 4132
<b>Department:</b> World Languages	<b>Grade(s):</b> 10-12
<b>Level:</b> Honors	<b>Credit:</b> 1
<b>Course Description</b> French 3 continues and builds upon listening comprehension and speaking skills. More advanced grammar study is conducted and students are expected to respond in French. Reading selections provide opportunities for class discussions in the language. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. (Prerequisite: French 2A-Credit:1)	
<b>Required Instructional Materials</b> <i>Allez, viens!</i> , HRW, 2000	<b>Completion/Revision Date</b> Approved by Board of Education on May 15, 2006

**Mission Statement of the Curriculum Management Team**

The value of world language study lies in the relationship that exists between language and culture and between language and thought. Therefore, the Wallingford World Language Department's mission is to provide all students opportunities to communicate and interact within a culturally diverse world community. These opportunities will also foster student appreciation of their own language and culture and will encourage them to make strong connections between the study of world language and other academic disciplines.

**Enduring Understandings for the Course**

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.
- Interpreting spoken and written language is essential to good communication and building rapport.
- Effective written language is essential to good communication.
- Comparing English with other languages is important to understanding the nature of language.
- One reads to acquire knowledge and understanding and to gain new perspectives.
- Communicating in at least one other language helps to gain knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

**LEARNING STRAND**

1.0 Communication Through Speaking

**ENDURING UNDERSTANDING(S)**

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.

**ESSENTIAL QUESTION(S)**

- What cues do I listen and watch for before I respond?
- How do I ask the right question to get the information I want?
- How do I figure out meaning when words are not understood?
- What can I do when I don't know the words to say what I am thinking?

**LEARNING OBJECTIVES** *The student will:*

- 1.1 Discuss their personal feelings and ideas in French.
- 1.2 Use strategies to communicate:
  - Rephrase
  - Say things that are directly related
- 1.3 Participate in situations in which they will spontaneously initiate and carry on a conversation in French.
- 1.4 Give oral presentations in French.

**INSTRUCTIONAL SUPPORT MATERIALS**

- *Allez, viens!*, Activities for Communication Workbook
- *Allez, viens!*, teaching transparencies
- *Allez, viens!*, audio CD program
- Manipulatives (with artwork, clothing, food)

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Drill and practice
- Modeling (pronunciation, syntax, communication strategies)
- Oral presentations (dialogues, role playing, discourse on a particular subject)
- Projects (art and artists, the future tense-predictions for my future)
- Open-ended questioning
- Games (Trivial Pursuit, 20 Questions: Who Am I?, alphabet folders used to describe selected vocabulary etc.)
- Student interviews
- Peer teaching
- Dialoging

**SUGGESTED ASSESSMENT METHODS**

- Teacher observations
- Projects
- Student performances/presentations
- Student participation

## **LEARNING STRAND**

### 2.0 Communication Through Listening

#### **ENDURING UNDERSTANDING(S)**

- Interpreting spoken language is essential to good communication and building rapport.
- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.

#### **ESSENTIAL QUESTION(S)**

- What do I hear when I listen?
- What cues do I listen and watch for before I respond?
- How do I figure out meaning when words are not understood?
- What do facial expressions, body language and gestures add to what I am hearing?

#### **LEARNING OBJECTIVES** *The student will:*

- 2.1 Listen with understanding to a variety of speakers.
- 2.2 Apply a variety of strategies to understand when listening such as:
  - Voice inflection
  - Listening for general idea
  - Listening for recognizable words
  - Ask a question to clarify context
  - Watch for facial expressions and gestures
- 2.3 Explain in English something heard in French.
  - Simple sentences
  - Present and past tense
- 2.4 Maximize use of the French language.
- 2.5 Explain the main ideas, themes, and some details from authentic media or live presentations such as:
  - Video segments
  - Commercials
  - Music

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Allez, viens!*, video series
- *Allez, viens!*, audio CD program
- *Allez, viens!*, additional listening activities
- Contemporary French music

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- *Allez, viens!*, video series with follow up discussion
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Student interviews
- Games (Bingo, Simon Says, telephone game)
- Listening activities (utilizing the instructional support materials)
- Listen to music lyrics in French and interpret them into English
- Interview people from the community who speak the language
- Take a field trip to a French restaurant where the staff speaks the language. Students would order their food and communicate in French
- Invite guest speakers from the community in to speak in French on various topics
- Use French films to practice listening comprehension

#### **SUGGESTED ASSESSMENT METHODS**

- Listening tests and quizzes
- Conversations
- Student participation
- Student presentations/performances
- Checking for comprehension with questions and paraphrasing

## **LEARNING STRAND**

### 3.0 Communication Through Writing

#### **ENDURING UNDERSTANDING(S)**

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Effective written language is essential to good communication.
- Communicating in at least one other language allows people to obtain information, express feelings and exchange opinions with a wider audience.

#### **ESSENTIAL QUESTION(S)**

- Why can't I translate everything?
- How can I create a meaningful paragraph?
- How can I express more complex ideas using a variety of terms?
- What can I do when I do not have the words to write what I am thinking?
- How can reading literature improve my writing skills?

#### **LEARNING OBJECTIVES** *The student will:*

- 3.1 Compose dialogue and paragraph passages in French.
- 3.2 Create authentic writing pieces such as letters, journal entries, poems, short stories etc. in French.
- 3.3 Correspond with each other in French.
- 3.4 Write a short research report in French.
  - Include information from sources
  - Analyze and express personal opinions
- 3.5 Analyze writing and set personal goals for:
  - Verb tense
  - Sentence structure
  - Spelling
  - Organization of ideas

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Allez, viens!*, practice and activity workbook
- *Allez, viens!*, grammar and vocabulary workbook

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Writing activities (based on short stories from the texts, vacations, holidays, pastimes etc.)
- Journal entries
- Data gathering (conduct and report on student surveys)
- Projects (fashion, future plans, travel)
- Modeling (syntax)
- Peer editing (present and past tenses)
- Practice impromptu writing
- Create writing pieces such as short stories or journal entries in French
- Write a summary of a reading in French

#### **SUGGESTED ASSESSMENT METHODS**

- Authentic writing
- Creative writing
- Homework
- Quizzes and tests
- Projects
- Student participation
- Teacher observations

## **LEARNING STRAND**

### 4.0 Structure

#### **ENDURING UNDERSTANDING(S)**

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Comparing English with other languages is important to understanding the nature of language.

#### **ESSENTIAL QUESTION(S)**

- How do I recognize when to use the indicative versus the subjunctive mood?
- How does my understanding of structure affect my ability to communicate?
- How do I know which verb tense to use?

#### **LEARNING OBJECTIVES** *The student will:*

- 4.1 Apply grammatical structure in regular and irregular forms to:
- Future
  - Conditional
  - Present subjunctive mood
- 4.2 Utilize at least 600 vocabulary words.
- 4.3 Compare sentence structure between French and English.
- 4.4 Form complex sentences.

#### **INSTRUCTIONAL SUPPORT MATERIALS**

- *Allez, viens!*, grammar and vocabulary workbook
- *Allez, viens!*, practice and activity workbook
- [www.goHRW.com](http://www.goHRW.com)

#### **SUGGESTED INSTRUCTIONAL STRATEGIES**

- Drill and practice (question and answering, future and conditional verb tenses, subjunctive mood)
- Modeling (correct grammatical structures)
- Cloze activities (choosing the correct words/terms to fill in blanks in text)
- Peer teaching
- Peer editing (future and conditional tenses, present subjunctive mood)
- Create crossword puzzles/word jumbles for vocabulary words
- Play "Pictionary" with key vocabulary words

#### **SUGGESTED ASSESSMENT METHODS**

- Writing assignments
- Homework
- Performance-based assessments
- Projects
- Quizzes and tests
- Worksheets
- Student participation
- Teacher observations

<b><u>LEARNING STRAND</u></b>	
5.0 Reading and Literature	
<b><u>ENDURING UNDERSTANDING(S)</u></b>	<b><u>ESSENTIAL QUESTION(S)</u></b>
<ul style="list-style-type: none"> <li>• One reads to acquire knowledge and understanding and to gain new perspectives.</li> <li>• Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I figure out the main idea of the reading?</li> <li>• How do I summarize the reading in my own words?</li> </ul>
<b><u>LEARNING OBJECTIVES</u></b> <i>The student will:</i>	<b><u>INSTRUCTIONAL SUPPORT MATERIALS</u></b>
<ul style="list-style-type: none"> <li>5.1 Read realia.</li> <li>5.2 Interpret the main idea and relevant details.</li> <li>5.3 Use information from the text to make a prediction.</li> <li>5.4 Utilize strategies to read short stories: <ul style="list-style-type: none"> <li>- Context clues</li> <li>- Rereading</li> <li>- Sounding out</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.goHRW.com">www.goHRW.com</a></li> <li>• Selected readings such as, <i>Poile de Carotte</i>, <i>Chemins Dangereuse</i> and excerpts from <i>Petit Nicolas</i></li> <li>• Internet generated articles</li> <li>• Various examples of realia</li> </ul>
	<b><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></b>
	<ul style="list-style-type: none"> <li>• Answer questions regarding a reading assignment (panorama culturel, Lisons from text)</li> <li>• Guided reading: teacher provides information or leads the students through the development of specific skills</li> <li>• Directed reading: questions are asked of students throughout the reading to help them understand the text more thoroughly</li> <li>• Read alouds</li> <li>• Predict the outcome of a story</li> <li>• Small group activities (reading, extracting the details, summarizing)</li> <li>• Cloze activities (choosing the correct words/terms to fill in blanks in text)</li> <li>• Write a summary of a reading in French</li> </ul>
	<b><u>SUGGESTED ASSESSMENT METHODS</u></b>
	<ul style="list-style-type: none"> <li>• Quizzes and tests (reading comprehension)</li> <li>• Homework</li> <li>• Reading comprehension questions</li> <li>• Writing assignments</li> <li>• Student participation</li> <li>• Projects</li> <li>• Teacher observations</li> </ul>

--	--

**LEARNING STRAND**

6.0 Cultural Understanding

**ENDURING UNDERSTANDING(S)**

- Making interdisciplinary connections as one reads, writes, speaks, or listens in another language allows one to acquire knowledge, reinforce concepts and gain new perspectives.
- Gaining knowledge about and empathizing with other peoples and cultures leads to a more tolerant society.
- Learning another language encourages further participation in multilingual communities both within and beyond the school setting.
- Communicating in at least one other language helps to gain knowledge of other cultures.
- Appreciating and understanding the variety of cultures that exist in a society enriches that society.

**ESSENTIAL QUESTION(S)**

- How do I explore cultures without stereotyping them?
- How does where I live shape who I am?
- Where does this language exist in my community?
- What can I learn about my own language and culture from the study of others?
- How does language shape culture?
- How does culture shape language?
- Why study another culture?

**LEARNING OBJECTIVES** *The student will:*

- 6.1 Research and analyze aspects and perspectives of various French speaking cultures.
- Art
  - Music
  - Fashion
  - Cuisine
  - History
  - Geography
- 6.2 Present researched information on French cultures in French.

**INSTRUCTIONAL SUPPORT MATERIALS**

- Maps
- *Allez, viens!* video series
- Movies depicting French culture
- French music
- Manipulatives
- *CultureGrams*, hardcopy & online database

**SUGGESTED INSTRUCTIONAL STRATEGIES**

- Group discussions
- Projects (i.e. art, music, dance)
- Oral presentations
- Field trips (museums, cultural performances)
- Demonstrations (cooking and art)
- Reading assignments
- Video with follow-up discussion
- Classroom discussions
- Games (French trivia, board games)
- Speakers with expertise on specific subjects



	<p><b><u>SUGGESTED ASSESSMENT METHODS</u></b></p> <ul style="list-style-type: none"><li>• Homework</li><li>• Reflective writing</li><li>• Performance-based assessments</li><li>• Student participation</li><li>• Multi-media presentations</li><li>• Projects</li><li>• Student presentations</li><li>• Quizzes and tests</li><li>• Teacher observations</li></ul>
--	---

--	--