

**Foreign Language      Brunswick School Department**  
**French III Honors**  
**Unit 1: Travel and Leisure Activities**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Language enables communication.</li> <li>▪ Language is inextricably linked to culture.</li> <li>▪ Western languages have certain structural similarities</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the trends in French leisure habits since WWII?</li> <li>▪ How do consumer habits reflect cultural values?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ France is a “first” world country with a high standard of living.</li> <li>▪ Consumer habits change as a result of the worldwide economy.</li> <li>▪ France contributed to the <i>theater of the absurd</i> to contemporary theater.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: <ul style="list-style-type: none"> <li>○ leisure activities, vacation travel, expression of possible outcomes, regular and irregular past participles, advanced weather expressions</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Comprehend and discuss newspaper articles about Acadia written in French.</li> <li>▪ Comprehend weather predictions in French and impact on travel.</li> <li>▪ Express opinions and make observations about new experiences.</li> <li>▪ Discuss the impact of economic and government intervention on the vacation habits of the French.</li> <li>▪ Comprehend “Agence de Voyage”, a play written in French.</li> <li>▪ Write about past summer vacation plans.</li> <li>▪ Discuss French exploration of Canada in the past tense.</li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p><u>World Languages</u>  A. Communication  A1. Interpersonal  Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.  a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.  b. Provide and exchange detailed information on familiar topics, orally and in writing.  d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.  A2. Interpretive  Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.  a. Identify main ideas, topics and specific information in a variety of authentic written materials.  b. Identify main ideas, topics and specific information in authentic films.  c. Identify main ideas, topics and specific information in a variety of authentic oral materials.  A3. Presentational  Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.  a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.  c. Paraphrase and/or summarize texts orally and in writing using a presentational format.  d. Write brief narrative compositions and expository/informational compositions.  e. Give oral presentations on familiar subjects related to a culture in which the target language is spoken.</p>
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<p><b>Related Maine Learning Results</b></p>	<p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ol style="list-style-type: none"> <li>Compare a variety of grammatical structures and syntax between languages.</li> <li>Identify examples of vocabulary in both languages that do not translate directly from one language to another.</li> <li>Use idiomatic expressions and/or proverbs in the target language.</li> <li>Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.</li> </ol> <p>B. Culture</p> <p>B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <ol style="list-style-type: none"> <li>Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.</li> <li>Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</li> <li>Identify differences in cultural practices among peoples that speak the same language.</li> </ol> <p>B2. Products and Perspectives Students explain how political structures, historical artifacts, literature, and/or visual and performing arts reflect the perspectives of a culture(s) in which the target language is spoken.</p> <p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ol style="list-style-type: none"> <li>Identify and compare influential figures from the two cultures.</li> <li>Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.</li> <li>Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.</li> </ol>
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<p><b>Related Maine Learning Results</b></p>	<p>C. Connections  C1. Knowledge of Other Learning Results Content Areas  Students use the target language to enhance their knowledge of other Learning Results content areas.  a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.  C2. Distinctive Viewpoints  Students locate authentic resources and describe ideas about the target language and associated culture(s) that are available only through sources in the target language.  a. Interpret short prose, poetry, or plays in the target language that reflect the culture(s) in which the target language is spoken and make connections to the viewpoints of the culture associated with the target language(s).  D. Communities  D1. Communities  Students demonstrate their understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21<sup>st</sup> century.  c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).</p>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Decide how to spend summer vacation</li> <li>▪ Discuss summer travel plans in past tense</li> <li>▪ Passé compose materials</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Quizzes</li> <li>▪ Skits</li> <li>▪ Composition</li> <li>▪ Listening comprehension</li> <li>▪ Reading comprehension</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>En voyage</u> (McGraw-Hill textbook)</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>Les Acadiens</u></li> </ul> </li> </ul>