

Foreign Language Brunswick School Department
French III Honors
Unit 3: French Leisure Activities

Essential Understandings	<ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities
Essential Questions	<ul style="list-style-type: none"> ▪ What are the trends in leisure activities in France? ▪ Why are leisure activities increasing in France? ▪ How does one choose the correct tense when expressing past events?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Leisure activities, time and money are inextricably linked. ▪ Due to government programs, a greater emphasis on leisure activities is taking place in France.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ sporting activities, leisure activities, intellectual activities, comparative and superlative structures
Essential Skills	<ul style="list-style-type: none"> ▪ Determine when to use which past tense in French. ▪ Correctly construct the verb tenses. ▪ Compare people and things. ▪ Compare structures with and without direct objects.

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<p>Related Maine Learning Results</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. c. Describe and explain states of being, orally and in writing. 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. 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. b. Relate a story about a personal experience or event orally. c. Paraphrase and/or summarize texts orally and in writing using a presentational format. d. Write brief narrative compositions and expository/informational compositions.</p>
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<p style="text-align: center;">Related Maine Learning Results</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"> Compare a variety of grammatical structures and syntax between languages. Identify examples of vocabulary in both languages that do not translate directly from one language to another. Use idiomatic expressions and/or proverbs in the target language. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts. <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"> Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. Identify differences in cultural practices among peoples that speak the same language. <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"> Identify and compare influential figures from the two cultures. 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.
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<p>Related Maine Learning Results</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.</p> <p>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 21st century. c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s). d. Communicate with target language speakers using the target language.</p>
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Mots clés audio materials ▪ Popular music and musicians
<p>Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Quizzes ▪ Composition ▪ Listening comprehension ▪ Reading comprehension ▪ Games
<p>Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ <u>En voyage</u> (McGraw-Hill textbook) ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ La Comtesse interactive activity ○ Luke Skywalker and the Past Tenses materials