

FRENCH 3

Unit 1 Leisure Time and Entertainment

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
43 days	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	<p>Where do French young people like to go in their spare time?</p> <p>What kind of entertainment do they prefer?</p> <p>How do we describe and discuss various forms of entertainment?</p> <p>How do we talk about our favorite stars?</p> <p>How do we describe our relationships with others?</p>	<p>Students will know...</p> <p>Cultural differences when talking about time periods, floors of buildings, holidays, tipping, etc.</p> <p>How to invite others to sporting and artistic events</p> <p>How to discuss likes and dislikes concerning entertainment</p>	<p>Students will be able to</p> <p>read and understand stories in French which include cultural differences</p> <p>Discuss their recent weekend activities in French</p> <p>Comprehend and discuss audio passages about French stars and unit</p>	<p>Stories <i>Quatre Surprises</i> and <i>Un Américain à Paris</i></p> <p>Unit 4 audio materials</p> <p>Videos and accompanying Worksheets for Unit 4 lessons</p> <p>Speaking activities in Unit 4 lessons</p> <p>Unit 4 writing activities in workbook and textbook</p>	<p>Vocabulary for types of entertainment and performers (sporting and artistic events)</p> <p>Vocabulary for types of movies and words related to the cinema</p> <p>Vocabulary for extending, accepting, and refusing invitations to events</p> <p>Object</p>	<p>12.1.S3.A</p> <p>12.1.S3.B</p> <p>12.1.S3.C</p> <p>12.1.S3.D</p> <p>12.1.S3.E</p> <p>12.3.S3.A</p> <p>12.3.S3.C</p> <p>12.5.S3.B</p> <p>12.5.S3.D</p>

			<p>How to discuss the specific details of an event and how often they attend sporting and entertainment events</p> <p>The important role of films and the French film industry in French culture</p> <p>Vocabulary for entertainment</p> <p>How to discuss films</p> <p>How to use object pronouns ME, TE, NOUS, VOUS, LE, LA, LES, LUI and LEUR in</p>	<p>themes</p> <p>Pronounce new vocabulary properly</p> <p>Ask and respond to questions about their favorite actors, singers, groups, athletes and teams</p> <p>Answer questions about their preferences and habits in attending sporting and artistic events</p> <p>Discuss types of films and preferences</p>	<p>Teacher-made activities and materials</p> <p>Vocabulary puzzles</p> <p>Songs</p> <p>Scrambled sentences with object pronouns</p> <p>Games – Memory for vocabulary, etc.</p> <p>Class activities and review using small whiteboards</p> <p>Reading passages in textbook and other sources including letters</p>	<p>pronouns ME, TE, NOUS, VOUS, LE, LA, LES, LUI and LEUR</p> <p>New verbs which require indirect object pronouns in French</p> <p>Irregular verbs CONNAITRE and SAVOIR</p> <p>Irregular verbs DIRE, LIRE, and ECRIRE</p> <p>Vocabulary for things one can read, write and say (to use with new irregular verbs)</p> <p>Vocabulary</p>	
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			<p>sentences</p> <p>The distinction between direct and indirect object pronouns in French</p> <p>How to use these objects pronouns in the imperative, present tense, In questions, with an infinitive and in the past tense</p> <p>The correct position of the object pronouns in each of these situations</p> <p>The various forms of object</p>	<p>Invite others to various types of shows, discussing details of the events</p> <p>Extend, accept and refuse invitations, giving excuses</p> <p>Comprehend songs by popular French singers</p> <p>Comprehend videos in French about French sporting and cultural events, attending concerts, and buying CDs</p> <p>Use object pronouns ME,</p>	<p>Idiomatic expressions activity</p> <p>Information gap partner speaking activities</p>	<p>from story and reading passages</p>	
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			<p>pronouns used in affirmative and negative commands</p> <p>The correct order of the object pronouns when there are more than one in the same sentence</p> <p>Which verbs require a direct object pronoun and which require an indirect object when referring to people</p> <p>The two irregular verbs meaning "to know" (CONNAITRE</p>	<p>TE, NOUS and VOUS in questions, sentences, commands, with infinitives, and negative structures</p> <p>Employ common verbs used with object pronouns when asking for personal services</p> <p>Present multiple conversations to class with partners using lesson themes and vocabulary</p> <p>Write and say commands which could</p>			
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			<p>and SAVOIR) and the differences of usage between them</p> <p>Conjugation of irregular verbs LIRE, DIRE, and ECRIRE</p> <p>How to use the new irregular verbs with the PASSE COMPOSE (past tense)</p>	<p>be said to classmates using object pronouns</p> <p>Use the verbs CONNAITRE and SAVOIR In the correct situations</p> <p>Write and speak using the direct and indirect object pronouns for him, her, it and them (LE, LA, LES, LUI, and LEUR) properly, according to the verbs used</p> <p>Read and comprehend French in letters and other passages</p>			
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				<p>Speak and write using all the object pronouns learned with the PASSE COMPOSE (past tense) and new verbs</p> <p>Speak and write using the irregular verbs DIRE,LIRE, and ECRIRE with related vocabulary in various tenses to discuss reading, writing, and speaking habits and preferences</p> <p>Form sentences using two object pronouns at a time</p>			
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				<p>Become familiar with common French idiomatic expressions</p> <p>Write short compositions in French using new grammatical structures in unit</p>			
Unit 1 Review and Assessment							
Unit 2 French Culture Unit							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
35 days	Comparisons, Interpretative Communications, Cultures,	What is the role of poetry in French cultural tradition?	<p>Students will know...</p> <p>A great deal of</p>	Students will be able to	Asterix et Obelix contre Cesar (film)	Large vocabulary lists from both films	<p>12.1.S3.A</p> <p>12.1.S3.B</p> <p>12.1.S3.C</p> <p>12.1.S3.D</p>

	Connections	<p>What role has the cartoon character Asterix played in French society over 50 years?</p> <p>Why are there so many cognates in French and English?</p> <p>Who is Gerard Depardieu?</p> <p>Who were some of the Franco-Americans who played a role in US history?</p> <p>Was Cyrano de Bergerac a historical figure?</p>	<p>new French vocabulary</p> <p>The role the cartoon Asterix plays in French society</p> <p>The pride the French have in their rich literary history and tradition</p> <p>The role Culture (capital C) has played in French society</p> <p>The importance of the French film industry</p> <p>Adjectives used to describe</p>	<p>watch and comprehend French films, discussing them after each segment viewed</p> <p>match lists of English and French cognates</p> <p>define new terms</p> <p>answer questions about the films</p> <p>write descriptions of film characters</p> <p>complete regular verb review packets</p>	<p>Materials to accompany Asterix film</p> <p>Cyrano de Bergerac (film)</p> <p>Materials to accompany Cyrano film</p> <p><i>Images du Monde Francophone</i> (second one)mini-unit in textbook</p> <p>Teacher-made worksheets to accompany this section</p> <p><i>Les Choristes</i> and <i>Les Incroyables</i> (the Incredibles)</p> <p>Vocabulary lists and materials to</p>	<p>Adjectives used to describe people</p> <p>Vocabulary from <i>Images</i> reading mini-unit</p>	<p>12.1.S3.E</p> <p>12.3.S3.B</p> <p>12.3.S3.C</p> <p>12.3.S3.D</p> <p>12.5.S3.C</p> <p>12.5.S3.D</p>
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			<p>people</p> <p>That French and English have an incredible number of cognates</p> <p>Facts about the province of Quebec, country of Haiti and overseas French <i>departments</i> in the Caribbean</p> <p>The role played in US history by some prominent French men and women who settled here during the 18th and 19th centuries</p>		<p>accompany films</p> <p>Review packets for regular verbs</p> <p>Bingo games to review film vocabulary</p>		
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			That Gaul was once part of the Roman Empire				
Unit 2 Review and Assessment							
Unit 3 Sports and Health							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
47 days	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	<p>What sports do French enjoy playing?</p> <p>What do French people do to stay in shape?</p> <p>How does one talk about daily activities and personal care?</p> <p>How do you describe your daily routine?</p>	<p>Students will know...</p> <p>Which sports the French enjoy</p> <p>Vocabulary for individual sports and parts of the body</p> <p>How and when to use the Y and EN</p>	<p>Students will be able to</p> <p>comprehend French audio discussing sports in France</p> <p>speak and write about their sporting activities and those of others</p>	<p>Story <i>Le Veritoscope</i></p> <p>Unit 5 audio materials</p> <p>Videos and accompanying worksheets for Unit 5 lessons</p> <p>Speaking activities in Unit 5 lessons</p> <p>Unit 5 writing</p>	<p>Team sports and individual sports</p> <p>Parts of the body and vocabulary for discussing health</p> <p>Personal care items</p> <p>Pronouns Y and EN</p>	<p>12.1.S3.A</p> <p>12.1.S3.B</p> <p>12.1.S3.C</p> <p>12.1.S3.D</p> <p>12.1.S3.E</p> <p>12.3.S3.A</p> <p>12.3.S3.C</p> <p>12.5.S3.B</p> <p>12.5.S3.D</p>

		<p>How do you identify various parts of the body and describe one's physical features?</p> <p>How do you explain what you do to remain fit?</p> <p>How do you let a doctor know what is wrong when you are sick or injured?</p> <p>When do the French use reflexive verbs?</p> <p>How are reflexive verbs formed?</p> <p>What is the difference between the way one talks about body parts</p>	<p>as object pronouns</p> <p>Proper use of reflexive verbs In present and past tenses, as infinitives, in commands and questions</p> <p>How to describe daily routine</p>	<p>discuss health and parts of the body which are injured</p> <p>comprehend videos in French about sports and health</p> <p>respond to commands using body parts in game</p> <p>express their opinions with new expressions</p> <p>use reflexive verbs to describe personal care and daily routine for this care</p>	<p>activities in workbook and textbook</p> <p>Teacher-made activities and materials</p> <p>Information gap partner speaking activities</p> <p>Vocabulary puzzles</p> <p>Songs (for holidays, grammar and current music)</p> <p>Supplementary vocabulary</p> <p>Games – Memory for vocabulary, <i>Jacques a Dit</i> (with parts of the body), etc.</p>	<p>Vocabulary to express opinions</p> <p>Irregular verbs CROIRE and COURIR</p> <p>Reflexive verbs (personal care and daily routines)</p> <p>New expressions of time</p> <p>Vocabulary from story and reading passages</p>	
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		In English and French		<p>use reflexive verbs in present tense, in commands, in the past tense (PASSE COMPOSE) in speaking and writing activities</p> <p>make presentations describing their weekend routine with reflexive verbs</p> <p>Use the object pronouns Y and EN, choosing the one that fits grammatically and placing it in the correct position in the sentence</p> <p>Speak and write using</p>	<p>Writing compositions using unit themes and vocabulary</p> <p>Class activities and review using small whiteboards</p> <p>Reading passages in textbook and other sources including short stories</p>		
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				<p>new expressions of time and two new irregular verbs</p> <p>Read and interpret passages on sports, personal routines and health</p> <p>Read and comprehend a short story</p>			
Unit 3 Review and Assessment							
Unit 4 At Home							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content

30 days	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	<p>What does a French home look like?</p> <p>How do I describe my house and its furnishings?</p> <p>What do the French mean when they talk about CHEZ MOI?</p> <p>How do I describe past events more precisely?</p> <p>How and when do I use the imperfect tense to describe things in the past?</p> <p>How do I talk about what I used to do on a regular basis?</p>	<p>Students will know...</p> <p>Various types of housing available in France</p> <p>How to describe a home, its location, and its furnishings</p> <p>How to form the IMPARFAIT tense of regular and irregular verbs</p> <p>How to speak and write about the past using 2 tenses appropriately (including both in same sentence)</p> <p>That the</p>	<p>Students will be able to ...</p> <p>comprehend French audio discussing types of housing and furnishings in France</p> <p>speak and write about their homes, furnishings and other housing options</p> <p>discuss renting various types of apartments</p> <p>review the PASSE COMPOSE, a past tense with both AVOIR and ETRE, with regular</p>	<p>Unit 6 audio materials</p> <p>Videos and accompanying worksheets for Unit 6 lessons</p> <p>Speaking activities in Unit 6 lessons</p> <p>Unit 6 writing activities in workbook and textbook</p> <p>Teacher-made activities and materials</p> <p><i>PASSE COMPOSE</i> verb review packets</p> <p>Vocabulary puzzles</p> <p>Information gap partner</p>	<p>Rooms and furnishings, of a house with other related vocabulary (types of housing, locations)</p> <p>Irregular verbs OUVRIRE, ENDEMENTRE and VIVRE, along with similar verbs</p> <p>Relative pronouns QUI and QUE</p> <p>Additional new regular verbs</p> <p>Expressions of time used with past tenses (for habitual and specific</p>	<p>12.1.S3.A</p> <p>12.1.S3.B</p> <p>12.1.S3.C</p> <p>12.1.S3.D</p> <p>12.1.S3.E</p> <p>12.3.S3.A</p> <p>12.3.S3.C</p> <p>12.5.S3.B</p> <p>12.5.S3.D</p>
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		<p>How do I know when to use QUE vs QUI to introduce a clause?</p>	<p>imperfect tense is used to describe habitual events in the past, progressive actions, and background or circumstances of a main event in the past</p> <p>When the PASSE COMPOSE is the correct past tense to use</p> <p>Which expressions of time are used with PASSE COMPOSE and which with the IMPARFAIT (tenses)</p>	<p>and irregular verbs in speaking and writing</p> <p>employ the relative pronouns QUE and QUI correctly in speaking and writing activities</p> <p>use new irregular verbs in both the present tense and past tenses in speaking and writing activities</p> <p>comprehend videos in French using past tenses</p> <p>use the imperfect</p>	<p>speaking activities</p> <p>Songs (for holidays, grammar and current music)</p> <p>Supplementary vocabulary</p> <p>Games – Memory for vocabulary, dice game to review verbs, etc.</p> <p>Multiple-intelligence activity with verbs</p> <p>Write compositions using both past tenses learned</p> <p>Class activities and review</p>	<p>events)</p>	
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			<p>That the relative pronoun QUI is a subject pronoun and QUE is an object pronoun, to be used accordingly</p> <p>That ETRE (to be) is the only verb with an irregular stem in the imperfect tense</p>	<p>tense to describe background Information, to talk about habitual actions in the past as well as progressives actions</p> <p>make a presentation about their life when young, using the imperfect tense</p> <p>correctly form regular and irregular verbs in the imperfect tense</p> <p>Read and interpret passages using 2 past tenses</p>	<p>using small whiteboards</p> <p>Reading passages in textbook and other sources including short stories</p>		
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				Describe recent activities in past			
				Read and comprehend a short story			
Unit 4 Review and Assessment							