

## HS French III

### Curriculum Guide (including Course Objectives, Weekly Content, and Scope and Sequence)

#### *WLG310: French III*

#### Course Description

In this expanding engagement with French, students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works. The course consists of 180 lesson days formatted in an intuitive calendar view, which can be divided into two 90-day semesters and represents an ideal blend of language learning pedagogy and online learning. As students begin the course, they construct their own Avatar that accumulates “Avatar bucks”—by performing well on course tasks—to use to purchase items (virtual clothing, gadgets, scenery, etc.) at the “Avatar store”. Continuing the pattern, and building on what students encountered in the first two years, each week consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas. The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

**Course length:** Two semesters

**Materials:** French-English dictionary is recommended

**Prerequisites:** WLG210: French II, or equivalent

#### Overall Course Objectives

**The High School French III course helps students:**

- Engage in language learning
- Master common and some specialized vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Instigate and continue increasingly involved conversations, and respond appropriately to increasingly involved, or open conversational prompts
- Generate language incorporating basic and some specialized vocabulary and a range of grammar patterns
- Read, write, speak, and listen for meaning in French
- Recognize and respond to significant works of literature in French
- Analyze and compare cultural practices, products, and perspectives of various French-speaking countries
- Regularly assess progress in proficiency through quizzes, tests, and speaking/writing submissions

## Weekly Objectives

- **Vocabulary Theme**
  - Each week presents a new set of vocabulary words through various self-correcting activities. A printable vocabulary list, which includes pronunciation, is also provided.
- **Grammar Concept**
  - Each week introduces a new grammatical pattern. The concept is introduced through sentence comparisons and presented in a printable explanation of the pattern.
- **Reinforcement Activities**
  - A range of interactive games (incrementally increasing in challenge) helps students reinforce vocabulary and grammar concepts. These activities may be completed multiple times so that students can better retain and apply the new information. Students accumulate “Avatar bucks” by performing well on these and other interactive challenges.
- **Diglot Weave™ Story**
  - Each week students follow a new episode of an immersive Diglot Weave™ story. The story is told several times, each time with more French woven in. (Diglot comes from the roots "di" meaning *two* and "glot" meaning *language*. These stories weave together the students' native language and the target language.) These stories provide students a fun and linguistically-rich context for optimal comprehension.
- **Presentation of Culture through CultureGrams™ and Culture Videos**
  - Each week students learn about various cultural aspects (e.g. practices, products, and perspectives) of a French-speaking country. CultureGrams™ are multi-media cultural presentations that cover a wide range of topics such as gestures, etiquette, history, food, and more. Culture videos present students with short video explanations about cultural aspects of various French-speaking countries from a native of that country.
- **“Out of Seat” Activities**
  - Several times during the year, students are given opportunities to use the language “outside” the course. These are specific assignments directing students to interact in a genuine way with the French language or French-speaking cultures.
- **Oral and Written Activities**
  - Each week, students complete oral and written activities. These activities give students a chance to become more familiar with the speaking and writing patterns of French by applying them in communicative situations.
- **Literature Highlights**
  - Approximately every other week, students read and respond (in speaking or writing) to a significant work of Spanish literature (typically from the former AP French Literature list)
- **Listening and Reading Comprehension Activities**
  - Each week contains either a focused listening or a focused reading comprehension practice. These practices help students to develop listening and reading comprehension skills. They are based on the vocabulary and grammar concepts presented that week, and follow up assessments challenge students to identify the main ideas and significant details of texts based on everyday communicative situations.
- **Assessments**
  - Diglot Weave™ comprehension quizzes verify that students are following the ongoing immersive Diglot Weave™ story and that they are picking up key ideas and vocabulary as they follow along.

- Culture comprehension quizzes verify that students have captured facts and understandings from the cultural presentations.
- Focused Listening or Reading quizzes verify that students comprehend the main ideas or significant details of target passages or conversations.
- End-of-week quizzes assess students' mastery of the vocabulary words and grammar concept presented that week, and include an oral or written assessment.
- Literature Highlights verify that students recognize main ideas and important details and can respond to significant works in French literature.

## Course Scope and Sequence

### Semester 1

|        | Vocabulary Topic  | Grammar Pattern                          | Culture     |
|--------|---|--|-------------|
| Week 1 | Family & Relationship<br>Alphabet<br>Guide to French Rhythm & Accents | Regular & Irregular verbs                | France      |
| Week 2 | The Extended Family   | Adjectives                               |             |
| Week 3 | Countries & Nationalities   | <i>Passé Composé</i> (past tense)        | France      |
| Week 4 | Question words, <i>Etre</i> & useful verbs                            | The <i>Imparfait</i> part 1 (past tense) |             |
| Week 5 | Numbers   | Object pronouns                          | Switzerland |
| Week 6 | Telling time  | Negatives                                |             |
| Week 7 | Question words, physical characteristics, Colors & Shapes             | Reflexive verbs part 1                   | Switzerland |
| Week 8 | Personal characteristics and other useful descriptions vocabulary     | Reflexive verbs part 2                   |             |
| Week 9 | Midterm Review and Test - no topics                                   |  |             |

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|---------|---|--|------------|
| Week 10 | At school<br>Elementary & Secondary schools | Interrogatives                               | Belgium    |
| Week 11 | Computers & the Internet                    | Subjunctive                                  |            |
| Week 12 | Holidays                                    | <i>Passé Composé versus Imparfait</i>        | Belgium    |
| Week 13 | Baptisms & weddings vocabulary              | Definite & indefinite articles review part 1 |            |
| Week 14 | Calendar & useful verbs                     | <i>Imparfait</i> part 2                      | Luxembourg |
| Week 15 | Ordinal numbers & location                  | Definite & indefinite articles review part 2 |            |
| Week 16 | Around the house & furniture                | <i>Depuis</i> and the imperative             | Luxembourg |
| Week 17 | Chores                                      | <i>En, tout</i> & plurals                    |            |
| Week 18 | Final Review and Test- no topics            |  |            |

## Semester 2

|        | Vocabulary Topic  | Grammar Pattern         | Culture |
|--------|-------------------|-------------------------|---------|
| Week 1 | Body parts        | The future tense part 1 | Monaco  |
| Week 2 | Medical terms     | <i>Depuis ....</i>      |         |
| Week 3 | Hygiene & Fitness | the Conditional tense   | Monaco  |

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| Week 4  | Common Prepositions & Adverbs              | The future tense part 2                            |                       |
| Week 5  | Fruits, Vegetables & Grains                | The anterior future tense                          | Canada                |
| Week 6  | Meats, Dairies & Miscellaneous             | Linking words & expressions to tell a story        |                       |
| Week 7  | Beverages & Meals                          | Prepositions                                       | Canada                |
| Week 8  | Food: Useful Words                         | The Composite tense: <i>Plus-que-parfait</i>       |                       |
| Week 9  | <b>Midterm Review and Test - no topics</b> |  |                       |
| Week 10 | Sports part 1                              | The Comparative                                    | Martinique            |
| Week 11 | Sports part 2                              | The Superlative                                    |                       |
| Week 12 | Traveling part 1                           | Interrogative pronouns                             | Martinique            |
| Week 13 | Traveling part 2                           | Demonstrative Adjectives & Pronouns                |                       |
| Week 14 | Hobbies & Pastimes<br>part 1               | Possessive Adjectives & Pronouns                   | St Pierre et Miquelon |
| Week 15 | Hobbies & Pastimes<br>part 2               | The Subjunctive after expressions of improbability |                       |
| Week 16 | Music part 1                               | Relative pronouns                                  | St Pierre et Miquelon |

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|---------|---|----------------|--|
| Week 17 | Music part 2                            | Tonic pronouns |  |
| Week 18 | <b>Final Review and Test- no topics</b> |                |  |

**Works represented in the “Literature Highlights” include the following:**

Guillaume Apollinaire, *Automne*

Guillaume Apollinaire, *Mai*

Charles Baudelaire, *Correspondences*

Joachim du Bellay, *Si notre vie est moins qu'une journée*

Jean de La Fontaine, *La Mort et le Bûcheron*

Jean de La Fontaine, *Le Chêne et le Roseau*

Louise Labé, *Je vis, je meurs: je me brûle et me noie*

Charles Baudelaire, *L'homme et la mer*

Jean de La Fontaine, *Le Loup et l'Agneau*

Jean de La Fontaine, *La Cigale et la Fourmi*

Victor Hugo, *Les Enfants Pauvres*

Victor Hugo, *La Conscience*