

The mission of Hermon High School is to prepare students for personal success in college, career, and community.

## French III

### Instructor(s):

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Integrating the skills learned in French I and French II, students in French III review and advance reading, writing and speaking skills. Students will read from French literature and on-line sources and will broaden their understanding of Francophone cultures through their readings and through several projects involving limited research. Classes will be conducted mostly in French.

Two semesters/1

**Graduation Standards:** (the number of the standard is referenced in the performance indicators listed in each unit.)

**Graduation Standards** (content area standards of primary importance in this unit):

**Reporting Standard 1:** Students engage in communication, understand and respond to questions using complete sentences, phrases and vocabulary of the language of study.

**Reporting Standard 2:** Students demonstrate understanding of written and spoken language on a variety of topics.

**Reporting Standard 3:** Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

**Reporting Standard 4:** Students compare the nature of language and the culture(s) of the language of study and their own.

**Reporting Standard 5:** Students encounter and use the language of study both in and beyond the classroom for personal enjoyment and lifelong learning.

<b>Unit 1</b>	Les vacances		
Summary	Students will learn about the travel habits and tourism in the francophone world.		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● <b>Primary Performance Indicators</b></li> <li>● <b>A:</b> Ask and respond to questions on a variety of familiar topics.</li> <li>● <b>B:</b> Express and elicit feelings and emotions in the target language.</li> <li>● <b>C.</b> Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</li> <li>● <b>Presentational Communication</b></li> <li>● <b>B.</b> Narrate stories about experiences or events familiar to them in the target language.</li> </ul>		
<b>Understandings:</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"><b>Students will know...</b></td> <td style="width: 33%;"><b>Students will be able to...</b></td> </tr> </table>	<b>Students will know...</b>	<b>Students will be able to...</b>
<b>Students will know...</b>	<b>Students will be able to...</b>		

<ul style="list-style-type: none"> <li>• Students will learn how to get information about different travel situations.</li> <li>• Students will learn about travel habits of the French and tourism in the francophone world.</li> <li>• Students will learn about weather and weather terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• the passé composé</li> <li>• the subjunctive verb tense</li> <li>• weather vocabulary</li> <li>• vacation vocabulary</li> <li>• travel vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• use the passé composé with avoir and être</li> <li>• use the subjunctive verb tense with regular and irregular verbs</li> <li>• use the subjunctive with expressions of necessity and possibility</li> <li>•</li> </ul>
<b>Unit 2</b>	Les jeunes	
Summary	Students will learn about the everyday life of French young people.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>• <b>Primary Performance Indicators</b></li> <li>• <b>A:</b> Ask and respond to questions on a variety of familiar topics.</li> <li>• <b>B:</b> Express and elicit feelings and emotions in the target language.</li> <li>• <b>C.</b> Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</li> <li>• <b>Presentational Communication</b></li> <li>• <b>B.</b> Narrate stories about experiences or events familiar to them in the target language.</li> </ul>	
<b>Understandings:</b>		
	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>• Students will learn about the everyday life of French young people.</li> <li>• Students will learn about shopping and how marketing affects young people.</li> <li>• Students will learn about verlan.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will learn about the everyday life of French young people.</li> <li>• Students will learn about shopping and how marketing affects young people.</li> <li>• Students will learn about verlan.</li> </ul>	<ul style="list-style-type: none"> <li>• use the imparfait</li> <li>• use the subjunctive followed by an infinitive</li> <li>• negative expressions</li> </ul>
<b>Unit 3</b>	Les Loisirs	
Summary	Students will learn about leisure activities, useful and inexpensive cultural events in France , and music.	
Performance Indicators	<ul style="list-style-type: none"> <li>• <b>Primary Performance Indicators</b></li> </ul>	

Assessed in Unit	<ul style="list-style-type: none"> <li>● <b>A:</b> Ask and respond to questions on a variety of familiar topics.</li> <li>● <b>B:</b> Express and elicit feelings and emotions in the target language.</li> <li>● <b>C.</b> Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</li> <li>● <b>Presentational Communication</b></li> <li>● <b>B.</b> Narrate stories about experiences or events familiar to them in the target language.</li> </ul>		
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>	
<ul style="list-style-type: none"> <li>● How to express emotional reactions to others, and to express uncertainty, doubt and uniqueness.</li> <li>● How some pastimes may help others.</li> </ul>	<ul style="list-style-type: none"> <li>● relevant vocabulary</li> <li>● how to purchase a ticket for a play</li> <li>● the types of useful pastimes</li> <li>● the differences between French and American films</li> <li>● useful and inexpensive pastimes in France</li> <li>● leisure activities in the francophone world</li> </ul>	<ul style="list-style-type: none"> <li>● determine when to use the passé composé or the imparfait.</li> <li>● make sentences negative</li> <li>● how to compare people and things using comparative and superlative adjectives</li> <li>● use the subjunctive and the past subjunctive to express emotional reactions, uncertainty or uniqueness</li> </ul>	
<b>Unit 4</b>	<b>Racines et Ethnies</b>		
Summary	Students will learn about North and West Africa		
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● <b>Primary Performance Indicators</b></li> <li>● <b>A:</b> Ask and respond to questions on a variety of familiar topics.</li> <li>● <b>B:</b> Express and elicit feelings and emotions in the target language.</li> <li>● <b>C.</b> Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</li> <li>● <b>Presentational Communication</b></li> <li>● <b>B.</b> Narrate stories about experiences or events familiar to them in the target language.</li> </ul>		
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>	
<ul style="list-style-type: none"> <li>● How geographic location affects how one lives.</li> <li>● The role and problems that French colonization played in North and West Africa.</li> <li>● The role of Islam in North and West Africa.</li> </ul>	<ul style="list-style-type: none"> <li>● relevant vocabulary</li> <li>● what the lives of the Touareg people are like</li> <li>● about the cultural customs of Senegal, and the life of the first president of Senegal</li> </ul>	<ul style="list-style-type: none"> <li>● describe the life of a Touareg person.</li> <li>● explain what the festival of Ramadan is like</li> <li>● use the pronoun y</li> <li>● use the future verb tense</li> </ul>	

	<ul style="list-style-type: none"> <li>about the celebration of Ramadan</li> </ul>	<ul style="list-style-type: none"> <li>use the conditional verb tense</li> <li>use the subjunctive with expressions of doubt</li> <li>use depuis (since) with the present and imperfect verb tenses.</li> </ul>
<b>Unit 5</b>	Les faits divers et la presse	
Summary	Students will learn about French newspapers and other media, social problems and other petty crime.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li><b>Primary Performance Indicators</b></li> <li><b>A:</b> Ask and respond to questions on a variety of familiar topics.</li> <li><b>B:</b> Express and elicit feelings and emotions in the target language.</li> <li><b>C.</b> Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</li> <li><b>Presentational Communication</b></li> <li><b>B.</b> Narrate stories about experiences or events familiar to them in the target language.</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>Students will have an understanding of how the press works to inform the people.</li> <li>Students will learn that many problems are similar throughout the world.</li> </ul>	<ul style="list-style-type: none"> <li>parts of a newspaper</li> <li>the role of police and firefighters</li> <li>some of the major social problems facing France</li> <li>relevant vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>use direct and indirect object pronouns</li> <li>use the complement of direct and indirect pronouns</li> <li>use 2 pronouns in the same sentence</li> <li>use the complement of pronouns with commands</li> <li>use the subjunctive after conjunctions</li> </ul>
<b>Unit 6</b>	Passages de la vie	
Summary	Students will learn about the rites of passage from birth to death and the French customs which accompany them.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li><b>Primary Performance Indicators</b></li> <li><b>A:</b> Ask and respond to questions on a variety of familiar topics.</li> <li><b>B:</b> Express and elicit feelings and emotions in the target language.</li> <li><b>C.</b> Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</li> </ul>	

	<ul style="list-style-type: none"> <li>● <b>Presentational Communication</b></li> <li>● <b>B.</b> Narrate stories about experiences or events familiar to them in the target language.</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● What child care is like in France</li> <li>● How to read and interpret public notices in papers</li> <li>● Etiquette for weddings and funerals</li> </ul>	<ul style="list-style-type: none"> <li>● How to express some, many, who, whom, which, that, of which and whose</li> <li>● How to refer to things already mentioned</li> <li>● How to talk about past actions that precede other past actions,</li> <li>● How to express what would have happened if certain conditions had prevailed</li> <li>● How to express conditions</li> </ul>	<ul style="list-style-type: none"> <li>● Use the partitive article with indefinite quantities</li> <li>● Use the pronoun en</li> <li>● Use the relative pronouns qui, que and dont</li> <li>● Know when to use the plus-que parfait</li> <li>● Know when and how to use the past conditional</li> <li>● How to make expressions with si clauses</li> </ul>
<b>Unit 7</b>	<b>La Santé et la forme</b>	
Summary	Students will learn about how to be physically fit and eat well.	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● <b>Primary Performance Indicators</b></li> <li>● <b>A:</b> Ask and respond to questions on a variety of familiar topics.</li> <li>● <b>B:</b> Express and elicit feelings and emotions in the target language.</li> <li>● <b>C.</b> Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</li> <li>● <b>Presentational Communication</b></li> <li>● <b>B.</b> Narrate stories about experiences or events familiar to them in the target language.</li> </ul>	
<b>Understandings:</b>	<b>Students will know...</b>	<b>Students will be able to...</b>
<ul style="list-style-type: none"> <li>● How the French stay healthy</li> <li>● How to protect one's ears from noise pollution and which time of day is best for sports</li> </ul>	<ul style="list-style-type: none"> <li>● How to express which one, this one, that one, these and those</li> <li>● How tell what people do or did for themselves and each other</li> </ul>	<ul style="list-style-type: none"> <li>● Use reflexive verbs in the present and past tense</li> <li>● Use the interrogative pronouns qui and que</li> <li>● Use interrogative and demonstrative pronouns</li> <li>● Use possessive pronouns</li> </ul>

Unit 8	La Patrimoine	
Summary	Students will learn about the cultural heritage of France	
Performance Indicators Assessed in Unit	<ul style="list-style-type: none"> <li>● <b>Primary Performance Indicators</b></li> <li>● <b>A:</b> Ask and respond to questions on a variety of familiar topics.</li> <li>● <b>B:</b> Express and elicit feelings and emotions in the target language.</li> <li>● <b>C.</b> Comprehend and produce vocabulary in appropriate contexts when engaged in conversation or comprehension.</li> <li>● <b>Presentational Communication</b></li> <li>● <b>B.</b> Narrate stories about experiences or events familiar to them in the target language.</li> </ul>	
Understandings:	Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>● What are some of the important monuments, museums and achievements in France?</li> <li>● What are the theories surrounding the death of Napoleon?</li> </ul>	<ul style="list-style-type: none"> <li>● How to tell what they and others have people do for them.</li> <li>● How to form complex sentences</li> <li>● How to talk about past actions that precede other past actions,</li> <li>● How to tell what you and others will do before a future event.</li> <li>● How talk about two related events</li> </ul>	<ul style="list-style-type: none"> <li>● Use the faire causatif</li> <li>● Use the l’infinitif passé</li> <li>● Use the futur antérieur</li> <li>● Use prepositions with relative pronouns</li> <li>● use the present participle and gerunds.</li> </ul>
<p style="text-align: center;"><b><u>Summative Assessments/Retake</u></b></p> <ul style="list-style-type: none"> <li>● Summative assessments will count as 70% of the grade.</li> <li>● Students have the opportunity to retake summative assessments.</li> <li>● The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student.</li> <li>● The highest score a student can receive on a retake or late assessment is a 75.</li> <li>● The score achieved on a retake will replace the current score (even if the score is lower).</li> <li>● If a student is making up a test from an absence, that assessment will be graded up to 100.</li> </ul>		
<p style="text-align: center;"><b><u>Make-up Work</u></b></p> <p>Upon their return to school from an absence, it is the student’s responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.</p>		

### **Grading of Formative Assessments**

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

### **Finals / Midterms**

An end of course Final Exam will be conducted, making up 10% of the students overall grade.