



Course Name French 3/French 3 Honors

Unit Title Communication

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
	<i>Students will be able to independently use their learning to...</i> ☐ have more in-depth communications in spoken and written French	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ cultural awareness is required to have clear communication between people from different cultures.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ what can I do to better understand the cultural background of the people with whom I am attempting to communicate?
	Acquisition	
	<i>Students will know...</i> ☐ how to speak and write in French at a developing intermediate level ☐ how to read and listen in French at a developing intermediate level.	<i>Students will be skilled at...</i> ☐ pronunciation of the French language. ☐ using body language and gestures to enhance communication.



Course Name French 3/French 3 Honors

Unit Title Culture

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer		
	<i>Students will be able to independently use their learning to...</i> ☐ Discuss cultural similarities between the United States and the French-speaking countries. ☐ Apply cultural norms while in the French-speaking countries. ☐ Use the formal and informal forms of address. ☐ Gain an appreciation for cultural differences across the globe.		
	Meaning		
	<table> <tr> <td> UNDERSTANDINGS <i>Students will understand that...</i> ☐ there are different forms of address (formal/informal) in the French-speaking countries ☐ Cultures are different between and among countries ☐ Cultural differences are not “right” or “wrong.” They’re simply different. </td><td> ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How are the cultures of the United States and French-speaking countries similar and different? ☐ How does one speak using the proper forms of address in the French-speaking countries? </td></tr> </table>	UNDERSTANDINGS <i>Students will understand that...</i> ☐ there are different forms of address (formal/informal) in the French-speaking countries ☐ Cultures are different between and among countries ☐ Cultural differences are not “right” or “wrong.” They’re simply different.	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How are the cultures of the United States and French-speaking countries similar and different? ☐ How does one speak using the proper forms of address in the French-speaking countries?
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Acquisition		
	<i>Students will know...</i> ☐ The difference between the formal and informal forms of address in French ☐ Cultural differences between the United States and the French-speaking countries ☐ The French-speaking countries and their location ☐ Additional information about the French-speaking countries.	<i>Students will be skilled at...</i> ☐ Using the correct forms of address in French. ☐ Applying cultural norms of the French-speaking countries. ☐ Discussing cultural differences between the United States and France ☐ Describing characteristics of the French-speaking countries.



Course Name French 3/French 3 Honors

Unit Title Structure of Language

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer
ACTFL Standards for Foreign Language Learning Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their	<i>Students will be able to independently use their learning to...</i> ☐ Understand and apply French pronunciation and intonation. ☐ Understand and apply basic phrase and sentence structure. ☐ Understand and apply present tense French. ☐ Understand and apply imperfect tense French. ☐ Understand and apply the difference in use of the passé composé and the imperfect tense in French. ☐ Understand and apply conditional tense French. ☐ Understand and apply future tense French..

own.		
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ❑ The structure of the French language is often different from the structure of the English language	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ❑ What similarities and differences are there between French and English pronunciation and intonation. ❑ What similarities and differences are there between the structure of the French language and the structure of the English language.
	Acquisition	
	<i>Students will know...</i> ❑ pronoun usage-direct object, indirect object, stress, interrogative, y, en , relative ❑ irregular verbs in the present tense ❑ imperfect tense ❑ use of passé composé versus imperfect tense ❑ conditional tense ❑ comparative and superlative of adverbs ❑ future tense ❑ conditional and future tenses with si clauses	<i>Students will be skilled at...</i> ❑ Applying sentence structure in the present tense, passé composé, imperfect future and conditional tenses



Course Name French 3/French 3 Honors

Unit Title Vocabulary Building

STAGE 1 | DESIRED RESULTS

Context and relevance for student learning

Standards	Transfer	
	<i>Students will be able to independently use their learning to...</i> ☐ continue to develop an active vocabulary on a variety of advanced themes in order to speak and write at a a more advanced level in French. ☐ develop a larger passive vocabulary on a variety of themes in order to continue to develop spoken and written French. ☐ continue to use circumlocution to talk around words they don't know.	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> ☐ A strong vocabulary is essential for meaningful communication in a second language	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> ☐ How do active and passive vocabulary help with the four language learning skills? ☐ How do I get my point across in French, if I don't know the vocabulary?
	Acquisition	
	<i>Students will know...</i> ☐ vocabulary of sports and leisure activities	<i>Students will be skilled at...</i> ☐ applying the learned vocabulary in both written and spoken communication

	☐ vocabulary of interpersonal transactions (post office, bank, travel) ☐ vocabulary of professions ☐ vocabulary of geography ☐ vocabulary of driving ☐ vocabulary of societal problems	
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