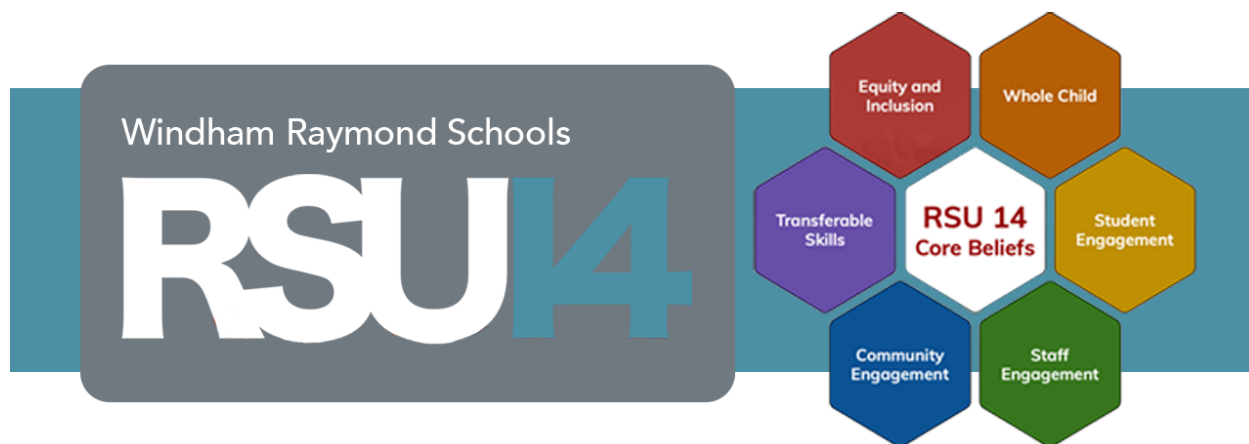




Curriculum Guide

Department: World Languages

Course Name: French 3 Honors

Students will learn elements of food and food culture, health and wellness, technology, being a responsible driver, and aspects of the town/city in which they live. Students will review how to talk in the past tenses as well as the future. Grammatical topics will help to expand communication.

French III Honors covers the French III curriculum more in-depth and at a faster pace. Students will be expected to speak French on a daily basis and express their thoughts more fluently.

Prerequisite: Teacher Recommendation

Maine Learning Results - World Languages

RSU14 staff use the Maine State Learning Results to craft each course of study. The below standards and targets are aligned and are updated when changes are made at the state level.

Graduation Standards for course:

INTERPERSONAL COMMUNICATION:

- ☐ Engage in conversations and informal written correspondence on a variety of topics.
 - ☐ Ask and respond to questions about familiar topics based on their own lives and interests.
 - ☐ Express and elicit feelings and emotions in the target language.

- ☐ Comprehend and produce vocabulary in appropriate contexts when engaged in conversations or correspondence.
- ☐ Provide and exchange detailed information on familiar topics in formal and informal social situations.

INTERPRETIVE COMMUNICATION:

- ☐ Understand and interpret written and spoken language on a variety of topics.
 - ☐ Identify main ideas, topics and specific information in a variety of authentic auditory, written, or signed materials.
 - ☐ Apply comprehension strategies to interpret text.
 - ☐ Classical languages only - Provide literal translations of Latin and ancient Greek texts.

PRESENTATIONAL COMMUNICATION:

- ☐ Present information, concepts and ideas, orally and in writing, to an audience of listeners or readers on a variety of topics.
 - ☐ Read authentic passages aloud with appropriate pronunciation, phrasing and intonation.
 - ☐ Narrate stories about experiences or events familiar to them orally or in sign language.*
 - ☐ Write narrative and expository/ informational compositions in the target language.
 - ☐ Deliver oral/signed presentations related to the culture in which the target language is spoken.

COMPARISON OF PRACTICES, PRODUCTS, AND PERSPECTIVES:

- ☐ Compare the nature of language and the culture(s) of the target language with one's own.
 - ☐ Compare the target language with English to better understand language systems.
 - ☐ Describe practices and perspectives of a culture(s) in which the target language is spoken.
 - ☐ 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.
 - ☐ Explain how products such as 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.

- ☐ Explain how products, practices, and perspectives of a culture in which the target language is spoken contribute to the culture in which the student lives.

COMMUNITIES:

- ☐ Encounter and use the target language both in and beyond the classroom for personal enjoyment and life-long learning.
 - ☐ Identify connections between target language and another content area using either English or the target language.
 - ☐ Use their knowledge of the target language to identify and make connections with specialized vocabulary used in various fields of study.
 - ☐ Explain the importance of culture and language acquisition in a 21st century global economy.
 - ☐ Use language within and beyond the school setting.

21st Century Skills/Guiding Principles for course:

A Clear and Effective Communicator who:

- ☐ Demonstrates organized and purposeful communication in English and at least one other language.

A Self-Directed and Lifelong Learner who:

- ☐ Demonstrates initiative and independence
- ☐ Demonstrates flexibility including the ability to learn, unlearn, and relearn.

A Responsible and Involved Citizen who:

- ☐ Demonstrates awareness of personal and community health and wellness.

An Integrative and Informed Thinker who:

- ☐ Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

A Creative and Practical Problem Solver who:

- ☐ Sees opportunities, finds resources, and seeks results.

Curriculum Activities/ Units may include:

Curriculum Materials may include:

Websites: Vista Higher Learning, Conjuguemos, This is Language, Quizlet
Readers: