

Phase 3 units are delivered following a two-year cycle (Year A and Year B)

Year A units

Unit title/ statement of inquiry	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
Arriver dans un nouveau pays (Arriving in a new country) Moving to a new country requires one to integrate and adapt one's identity to the culture and customs of the host country. 11 weeks	- Read and listen to testimonies from young expatriates in Quebec. - Listen to various podcasts on expatriation. - Present a "family treasure" orally. - Read the novel "The Little Girl in the Red Kimono" and answer comprehension questions. - Compare the culture of the United States and Japan. - Grammar, expressions of time: il y a , depuis, pendant, en - Conjugation: review of the passé composé and the imperfect - Vocabulary of sensations, emotions and feelings - Express the feelings of an expatriate in the form of a diary (compare his culture with that of the host country)	Identity Audience Purpose	Listening - Identify explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple and some complex authentic texts - Analyse conventions in a wide variety of simple and some complex authentic texts - Analyse connections in a wide variety of simple and some complex authentic texts Reading - Identify explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple and some complex authentic texts - Analyse conventions in a wide variety of simple and some complex authentic texts - Analyse connections in a wide variety of simple and some complex authentic texts Speaking - Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Use clear pronunciation and intonation in a comprehensible manner - Communicate all the required information clearly and effectively Writing
"On est des ados" (We are teenagers) Through physical appearance and clothing, adolescents can express their personal and cultural point of view to connect with their peers and find their place in the world. 6 weeks	- Vocabulary of clothing and looks - Adjectives of colors and patterns. - Observe and describe different clothing looks. - Express your opinion on different clothing looks. - Invent a new trend: drawing and description text. - Associate images of clothing styles with the corresponding text. - Watch a video on tattooing and answer comprehension questions. - Grammar: comparative and superlative - Oral presentation on a specific style. - Communicate orally to present a clothing style. - Understand a video in which young people describe their clothing styles.	Connections Audience Point of view	
Cinéma et musique (Movies and music) Cinema and music are a form of creative expression	- Cinema and television vocabulary: different types of films and shows - Positive/negative opinion expressions to describe a film/a show.	Culture Audience Message	

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which reflects personal and cultural experience. 7 weeks	• Adjectives to describe a film/the script/the music • Reading film reviews. • Expressions to criticize in different language registers. • Listening to trailers in French and answering comprehension questions. • The relative pronouns qui/que/où • Debate: cinema or Netflix? • The format of the film review • Music vocabulary and its different genres • Presentation of some French-speaking artists • Analysis of a French song and its video clip: "Derrière le brume" • Creating a song: modifying the lyrics of an existing song. • Be able to write a film review respecting the format and using the appropriate vocabulary (expressions of opinion) • Understand an audio in which teenagers express their musical tastes.		• Use a wide range of vocabulary • Use a wide range of grammatical structures generally accurately • Organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices • Communicate all the required information with a clear sense of audience and purpose to suit the context
Les nouvelles technologies et l'intelligence artificielle (New technology and artificial intelligence) New technology and artificial intelligence, depending on the context, will create a world for the worst or for the best according to one's; the way we describe this new world, our word choice, influences its becoming. 8 weeks	• Describe a caricature about artificial intelligence and express your opinion on the subject. • Mind map on different aspects of new technologies to have basic vocabulary. • Reading a text on the place of new technology in a futuristic world "My vision of the future". • The simple future and the near future • Hypotheses: if + present + simple future • Theater vocabulary • Reading the play "A Perfect Life" and various comprehension activities. • Act out scenes from the play "A Perfect Life" to practice oral expression. • Add a new scene to the play "A Perfect Life". • Listen to/watch videos to find arguments for/against artificial intelligence. • Understand and extract the main information from an excerpt from the play "A Perfect Life". • Express opinions for/against artificial intelligence in a debate.	Creativity Context Word choice	

Year B units

Unit title/ statement of inquiry	Knowledge Content Students are expected to know the following...	Concepts	Curricular Competencies Students are expected to do the following...
Les dangers de la technologie Making a connection with the audience allows us to convey important messages about the impact of technology on humans. 8 weeks	- The vocabulary relating to the internet and social media; - The imperative mood used in context; - The "Si" phrase with the present tense and the future tense; - The "Si" phrase with the imperfect tense and the conditional tense; - The brochure: text conventions and register of language help communicate messages to our audience/a specific audience. - Drawing, analysing, and re-organising information from various sources (written, spoken & visual); - Debating - listening to other people's perspectives and counter-arguing in return; - Critical thinking; - Creating a list of instructions in a brochure form using the imperative mood and following text conventions; - Communicating with peers and teacher; - Applying knowledge to unfamiliar situations (brochure on social media promotion); - Applying the cause and consequence structure in the brochure.	Connections Audience Message	Listening - Identify explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple and some complex authentic texts - Analyse conventions in a wide variety of simple and some complex authentic texts - Analyse connections in a wide variety of simple and some complex authentic texts Reading - Identify explicit and implicit information (facts, opinions, messages and supporting details) in a wide variety of simple and some complex authentic texts - Analyse conventions in a wide variety of simple and some complex authentic texts - Analyse connections in a wide variety of simple and some complex authentic texts
Les énergies renouvelables et fossiles Developing global interactions will allow one to display one's empathy and one's point of view on the debatable topic of the renewable vs fossil energy. 6 weeks	- learn the conditionnal tense - vocabulary on environment - Revision of modal verbes "pouvoir, devoir" in present tense - Expressions of necessity (il faut, avoir besoin de, il est nécessaire de) - Revision Imperfect tense - Vocabulary on the different renewable and non renewable energies - Discuss advantages and disadvantages of the different energies	Global interactions Empathy Point of view	Speaking - Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Use clear pronunciation and intonation in a comprehensible manner - Communicate all the required information clearly and effectively Writing - Use a wide range of vocabulary - Use a wide range of grammatical structures generally accurately - Organize information effectively and
Ma maison: mon chateau! The ideal living environment depends upon one's	Vocabulary related to the home, furniture, local area/environment, different landscapes/living environments	Culture Context Point of view	

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point of view, culture and personal situation. 11 weeks	• How to give/justify an opinion, every day environmentally friendly actions at home. • Review of all present tense verbs (regular and irregular), the imperative, more complex negation. • Skills: How to write a house sale advert and/or a brochure to advertise a dwelling • How to use a house design software to draw 2/3D house plans • How to give a speech to persuade -> a sales pitch in this context, via techniques such as use of the imperative, rhetorical questions etc.		coherently in an appropriate format using a wide range of simple and complex cohesive devices • Communicate all the required information with a clear sense of audience and purpose to suit the context
Habiter en communauté: découvrons la Francophonie! A community is a group of people who live, think or behave according to the same rules. 8 weeks	• Objectifs de vocabulaire: ◦ Révision du vocabulaire de base sur la description physique et le caractère, les loisirs, comment parler de son pays. ◦ La maison. ◦ La ville. • Objectifs de grammaire : - révision des verbes pronominaux - Les verbes en « cer » et « ger » - Les verbes du 2e groupe - Les verbes venir, partir, devoir, pouvoir, vouloir. - Le futur proche - Prépositions de topologie. • By the end of the unit the students should know : - the conjugation of the second verbs group, reflexive verbs and some new third group verbs. - how to use les prépositions de topologie. - master all the vocabulary learned since the beginning of the school year as this unit is a reuse of what has been studied in a different context. - how to use le futur proche.	Creativity Community Time, place and space	