



Course Name: French 3	Teacher: Jackson	School Year 2022-2023
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Unit Title: <i>Education au monde (World Education)</i> Unit Summary: Le système éducatif, le droit à l'éducation, une journée typique, emploi du temps. In this unit, students explore the importance of education and how it is often inaccessible in different countries. Students compare different forms of education around the world and why the right to education is fundamental for everyone.		Unit Length: approx. 4 weeks Oct. 10- Nov 4
Priority Standards	WL.IM.1.1 Participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and some series of connected sentences to ask and answer a variety of questions <i>With the help of visuals or gestures, students can describe their school and daily school life and compare their schools to ones in francophone countries. Students can explain what it means to have a right to education.</i> WL.IM.1.2 Understand the main idea and key information from sentences and some series of connected sentences within texts that are spoken, written or signed on familiar topics. <i>Students can interpret texts related to rights to an education, the French education system, and compare their school life to ones in different countries.</i> WL.IM.1.3 Communicate information, make presentations, and express thoughts about familiar topics, using sentences and some series of connected sentences through spoken, written or signed language.	

	<i>Using sentences and visuals, students can present and describe their school, daily lives, routine, and the importance of a right to an education.</i> WL.IM.2.1-2.2 Examine and compare practices and products to help understand perspectives in the target cultures and the student's own. <i>Students can make comparisons of educational systems around the world and the significance of the right to an education in their own and francophone cultures.</i>
Statement of Inquiry (MYP) / Guiding Question	Our school, community and cultural experience shapes our intellectual, social and emotional lives.
Essential Vocabulary	How does our individuality affect how we learn and interact with others? Le droit à l'éducation, la scolarisation, scolarisé, le collège, le lycée, l'université, l'enseignant Verbes: apprendre, aller à l'école, comprendre, enseigner, écrire, étudier, réussir à un examen, savoir terminer avec succès
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Mary Glasgow magazines, Edpuzzle, Kahoot, French Language MYP Concepts 4 and 5, Chanson: 'On veut', Film: Sur le chemin de l'école Romans: Alice la Liste, Khandra
Performance Tasks	• ÉVALUATION ORALE INTERACTIVE - On se rencontre • ÉVALUATION DE CULTURE - Marseille, le système scolaire en France • ÉVALUATION DE LECTURE - L'Uniforme scolaire • ÉVALUATION DE LECTURE- Malala • ÉVALUATION ÉCRITE Q1 - Comment est mon école? • ÉVALUATION ORALE INTERACTIVE SEM1 - Comment est votre école? • ÉVALUATION ORALE INDIVIDUELLE - Présenter et comparer une photo d'une école à l'étranger

Unit Title: <i>Mes Relations Sociales (Social Relationships)</i>		Unit Length: approx. 4 weeks Oct. 10- Nov 4
Unit Summary: L'amitié, mes amis, la famille monoparentale, traditionnelle, recomposée. In this unit, students discover the importance of healthy relationships among friends and family.		
Priority Standards	WL.IM.1.1 Participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and some series of connected sentences to ask and answer a variety of questions <i>With the help of visuals or gestures, students can describe what type of family they have and the importance of healthy relationships.</i> WL.IM.1.2 Understand the main idea and key information from sentences and some series of connected sentences within texts that are spoken, written or signed on familiar topics. <i>With the help of visuals or gestures, students can interpret different types of families and the nature healthy relationships in their daily lives</i> WL.IM.1.3 Communicate information, make presentations, and express thoughts about familiar topics, using sentences and some series of connected sentences through spoken, written or signed language. <i>With the help of visuals and gestures, students can write and speak about family members, friendship, and the importance of healthy relationships.</i> WL.IM.2.1-2.2 Examine and compare practices and products to help understand perspectives in the target cultures and the student's own. <i>In their own and francophone cultures, students can compare and contrast different types of families and typical francophone family traditions.</i>	
Statement of Inquiry (MYP) / Guiding Question	My personal relationships with friends and family can help me better understand our differences and build healthy rapports. Qu'est-ce qui définit nos relations? (What defines our relationships?)	
Essential Vocabulary	L'amitié, l'ami, l'amour, la famille monoparentale, la famille traditionnelle, la famille recomposée, l'accord, le respect, le voisin, la relation, le camarade, le conflit, agréable, amical, familial, fidèle, les proches Verbes: s'entendre, se confier, apprécier, respecter	

Curriculum Resources (Textbooks, novels, labs, music, etc.)	Mary Glasgow magazines, Edpuzzle, Kahoot, French Language MYP Concepts 4 and 5, , Alice la Liste, Khandra
Performance Tasks	• ÉVALUATION ORALE INTERACTIVE - Discuter l'importance de l'amitié • ÉVALUATION DE LECTURE- Une amie m'a trahie • ÉVALUATION ÉCRITE - Ecrivez une lettre personnelle • ÉVALUATION DE CULTURE- La famille française, la famille au Québec • ÉVALUATION ORALE INTERACTIVE - Introduire mon camarade de classe • ÉVALUATION ORALE INDIVIDUELLE - Présenter une photo de ma famille

Unit Title: <i>Ma Vie et Ma santé (My life and My Health)</i> Unit Summary: <i>La Vie Équilibrée, Le Rôle de la Santé dans la Vie, la cuisine française.</i> In this Unit, students explore the importance of healthy food, living and exercise. Students discover typical French food and healthy eating and lifestyles around the world.		Unit Length: approx. 4 weeks Nov 7- Dec 9
Priority Standards	WL.IM.1.1 Participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and some series of connected sentences to ask and answer a variety of questions <i>With the help of visuals or gestures, students can describe what healthy foods they eat, what physical activities they enjoy, and some typical French cuisine.</i> WL.IM.1.2 Understand the main idea and key information from sentences and some series of connected sentences within texts that are spoken, written or signed on familiar topics <i>With the help of visuals or gestures, students can recognize and understand terms associated with healthy living and vocabulary related to food, exercise, and habits</i> WL.IM.1.3 Communicate information, make presentations, and express thoughts about familiar topics, using sentences and some series of connected sentences through spoken, written or signed language. <i>With the help of gestures or visuals, students can present information related to healthy eating habits, exercise, and the importance of sports in their lives.</i> WL.IM.2.1-2.2 Examine and compare practices and products to help understand perspectives in the target cultures and the student's own.	

	<i>In their own and francophone cultures, students can make comparisons about French and American foods, sports, and hobbies.</i>
Statement of Inquiry (MYP) / Guiding Question	Culinary Practices of a country reflect its geographic and cultural identity. What are factors that influence healthy living?
Essential Vocabulary	La nourriture, la santé, le repas, les aliments, un plat, une boisson, délicieux, sain, Verbes: manger, goûter, boire, cuisiner, déguster, préparer
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Mary Glasgow magazines, Edpuzzle, Kahoot, French Language MYP Concepts 4 and 5, Chanson: Senegal Fast Food, J'ai cherché (Amir), Film: Les Choristes. Romans: Alice la Liste, Khandra
Performance Tasks	• ÉVALUATION ORALE INTERACTIVE - Discuter le sport, ce que j'aime manger, les repas français • ÉVALUATION DE LECTURE - Je suis accro! • ÉVALUATION ÉCRITE - Ecrivez une interview de sport • ÉVALUATION DE CULTURE- Marseille, Le Tour de France, comparer la cuisine française à la cuisine américaine, les jeux olympiques • ÉVALUATION ORALE INTERACTIVE - Discuter mes sports favoris et mes loisirs préférés • ÉVALUATION ORALE INDIVIDUELLE - Présenter une photo de mon loisir préféré

Unit Title: Les Valeurs des Jeunes (Values of Young People) Unit Summary: <i>La Consommation, La Technologie, Les vêtements, les courses et les achats, l'argent de poche, la mode..</i> In this Unit, students explore how consumption and technology influence spending.		Unit Length: approx. 7 weeks Jan 2- Feb 17
Priority Standards	WL.IM.1.1 Participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and some series of connected sentences to ask and answer a variety of questions <i>With the help of gestures or visuals, students can ask and answer questions about their technology use, clothing preferences, and what they like to purchase</i> WL.IM.1.2 Understand the main idea and key information from sentences and some series of connected sentences within texts that are spoken, written or signed on familiar topics	

	<i>With the help of gestures or visuals, students can recognize and understand texts and conversations about consumerism, clothing, fashion preferences and technology use.</i> WL.IM.1.3 Communicate information, make presentations, and express thoughts about familiar topics, using sentences and some series of connected sentences through spoken, written or signed language. <i>With the help of gestures or visuals, students can present and describe what they like to buy, and how their clothing preferences influence their personality.</i> WL.IM.2.1-2.2 Examine and compare practices and products to help understand perspectives in the target cultures and the student's own. <i>In their own and francophone cultures, students can make comparisons about fashions from different eras, understand 'haute couture', and some famous French designers.</i>
Statement of Inquiry (MYP) / Guiding Question	Through reasonable consumption and spending, we can creatively express our needs and wants. Why are we consumers and how are we victims of consumption?
Essential Vocabulary	Les vêtements, le magasin, les publicités, la mode, la consommation, l'argent de poche Verbes: acheter, consommer, dépenser, donner, faire les magasins, essayer, économiser
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Mary Glasgow magazines, Edpuzzle, Kahoot, French Language MYP Concepts 4 and 5, Court Métrage: Le Petit Cordonnier, Roman: Au Revoir l'Acadie
Performance Tasks	● ÉVALUATION ORALE INTERACTIVE - Discuter tes préférences d'achats et de vêtements. ● ÉVALUATION DE LECTURE - A Vos marques! Je veux mon portable! ● ÉVALUATION ÉCRITE: Résumé du Petit Cordonnier ● ÉVALUATION DE CULTURE- Québec, la mode en France,, Fête des rois ● ÉVALUATION ORALE INDIVIDUELLE - Donne ton opinion sur les vêtements. Explique ce que tu achètes avec ton argent de poche.

Unit Title: Les Passe-temps Unit Summary: <i>Les passe-temps, les loisirs, les vacances, le cinéma, l'art, la musique.</i> Students explore different types of past-times, vacations, and entertainment and why we need them to balance our lives.		Unit Length: approx. 7weeks Feb 27- April 14
Priority Standards	WL.IM.1.1 Participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and some series of connected sentences to ask and answer a variety of questions <i>With the help of gestures or visuals, students can describe their favorite hobbies, entertainment and types of vacation.</i> WL.IM.1.2 Understand the main idea and key information from sentences and some series of connected sentences within texts that are spoken, written or signed on familiar topics <i>With the help of gestures or visuals, students can interpret spoken and written language related to past-times, entertainment and travel.</i> WL.IM.1.3 Communicate information, make presentations, and express thoughts about familiar topics, using sentences and some series of connected sentences through spoken, written or signed language. <i>With the help of gestures or visuals, students can speak and write about their favorite hobby, form of entertainment, genre of music, or type of vacation.</i> WL.IM.2.1-2.2 Examine and compare practices and products to help understand perspectives in the target cultures and the student's own. <i>In their own and francophone cultures, students can make comparisons about their own and French hobby and travel preferences, identify the Festival de Cannes and Fête de la Musique</i>	
Statement of Inquiry (MYP) / Guiding Question	Through hobbies, travel, and entertainment we can express our culture and identity. Why do we need hobbies, travel, and entertainment in our lives to support our well-being?	

Essential Vocabulary	Loisirs, divertissements, un passe-temps, un spectacle, acheter, un magasin, l'argent, la consommation, amusant, célèbre, détendue, ennuyeux, nul, un parc d'attractions, de temps en temps, jamais, quotidiennement, souvent, rarement Verbes: divertir, dessiner, faire partie de, jouer, lire, partager, passer le temps, s'amuser, se détendre, voyager, faire un tour, dépenser, faire des magasins, essayer, s'habiller, payer
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Mary Glasgow magazines, Edpuzzle, Kahoot, French Language MYP Concepts 4 and 5, Court Métrage: 'La Valise,' Festival de Cannes, la Fête de la Musique. Roman: Au Revoir l'Acadie
Performance Tasks	• ÉVALUATION ORALE INTERACTIVE - Quels loisirs/vacances/divertissements préfères-tu? • ÉVALUATION DE LECTURE - Accordes-tu beaucoup d'importance à tes loisirs? • ÉVALUATION DE CULTURE- Les loisirs préférés des français • ÉVALUATION ORALE INDIVIDUELLE - Présenter une photo de tes vacances ou loisirs favoris.

Unit Title: L'Environnement et Innovation Unit Summary: l'Environnement, la durabilité, le recyclage, le réchauffement climatique, la solidarité, la volonté, un geste, agir, aider. In this Unit, students explore how their actions can have an impact on their community and the planet.		Unit Length: approx. 4 weeks April 24 - May 31
Priority Standards	WL.IM.1.1 Participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and some series of connected sentences to ask and answer a variety of questions <i>With the help of gestures or visuals, students can ask and answer questions about how they participate in community activities</i> WL.IM.1.2 Understand the main idea and key information from sentences and some series of connected sentences within texts that are spoken, written or signed on familiar topics <i>With the help of gestures or visuals, students can interpret spoken and written language related to sustainable actions and solidarity in their community .</i>	

	WL.IM.1.3 Communicate information, make presentations, and express thoughts about familiar topics, using sentences and some series of connected sentences through spoken, written or signed language. <i>With the help of gestures or visuals, students can speak and write about ways in which they help the planet and their community.</i> WL.IM.2.1-2.2 Examine and compare practices and products to help understand perspectives in the target cultures and the student's own. <i>In their own and francophone cultures, students can compare environmental factors that influence how people live in various francophone countries (Senegal, Québec)</i>
Statement of Inquiry (MYP) / Guiding Question	Global awareness about the environment can result in increased purposeful actions within self and community. Suis- je responsable pour mon environnement? (Am I responsible for my environment?)
Essential Vocabulary	La communauté, la pollution, la solidarité, la volonté, un geste, responsable, durable Verbes: agir, améliorer, contribuer, gaspiller, sauver, aider
Curriculum Resources (Textbooks, novels, labs, music, etc.)	Mary Glasgow magazines, Edpuzzle, Kahoot, French Language MYP Concepts 4 and 5, Film: La Glace et le ciel Roman: Au Revoir l'Acadie
Performance Tasks	• ÉVALUATION ORALE INTERACTIVE - Comment participes-tu en solidarité avec ta communauté? • ÉVALUATION DE LECTURE - Au Revoir l'Acadie • ÉVALUATION ÉCRITE- Un Blog • ÉVALUATION ORALE INDIVIDUELLE - Décrivez une photo d'un problème environnemental. Comment peux-tu le résoudre avec tes gestes ?

**Content and pacing has been submitted at the beginning of the 2022-2023 school year and is subject to change based on need, pacing, and/or professional judgment.*