

French 3 Curriculum Overview (updated August, 2022)

1. Overview of French program:

The French program is organized around thematic units. In order to provide engaging comprehensible input, students interact with many authentic print and audio resources. As students progress, they build their proficiency in each of the four modes: *interpretive*, *presentational*, *interpersonal* and *intercultural*. The framework for the curriculum is aligned with national ACTFL (American Council on the Teaching of Foreign Languages) and Massachusetts World Language Content Standards. Learning targets, expressed as *Can-do statements*, demonstrate how the students are able to use French by the end of each unit and by the end of each year. Through meaningful and relevant contexts, students acquire grammar and vocabulary to reach the communicative learning targets.

2. Overview of French 3:

In French 3, students learn about themselves as they discover the richness of *the francophone world*. They develop cultural understanding by studying the diversity of the francophone world through the stories of art, famous *francophone* people, literature, legends and film. Identity is a common thread throughout the year as students explore how daily life, geography, food, technology and challenges contribute to and shape identity. Throughout the year, students explore the overarching essential questions: *How are the arts a window to a culture? What do stories reveal about a culture? What is my story and how do I share it?*

The annual proficiency target in French 3 is **intermediate-low**. A description of what students can do with language at each proficiency level can be found in the Massachusetts World Language [Content Standards at a Glance](#).

The French 3 focus on SEL competencies is self-reflection. As students work on strategies and reflect on their progress, they increase their *self-awareness* and *self-management* which are essential components to goal setting and *leveling up* their language proficiency. *Social awareness* is at the heart of their studies as students take the perspective of others from diverse backgrounds and cultures.

3. Curriculum resources:

ACTFL (American Council on the Teaching of Foreign Language)

National Standards: Communication, Culture, Connections, Comparisons, and Communities

[NCSSFL-ACTFL - Can-Do-Statements](#)

[Massachusetts Curriculum Framework](#) (2021)

4. Curriculum

A. Units at a glance:

Unit 1: A picture is worth 1,000 words: photos and perspectives of everyday life

Unit 2: Tell me a story: exploration of the francophone world through legends and folktales

Unit 3: A tasty tour of *le monde francophone*: geographical and culinary identity

Unit 4: A balanced lifestyle: well-being and self-care

Unit 5: Life in the digital age: friendship and daily life

Unit 6: Changemakers: world problems and solutions

Unit 7: The future: priorities and plans

Unit 8: Identity: Where do we come from? Who are we? Where are we going?

B. Unit alignment:

Unit name	Pacing <i>Number of lessons proposed</i>	Massachusetts World Language Curriculum Framework
Unit 1: A picture is worth 1,000 words: photos and perspectives of everyday life	21	Unit narrative and details: Unit 1 Essential questions: • What stories do pictures tell? • Is a picture worth 1,000 words? • How is art a window to culture? • How do I document my daily life? • What is my story and how do I tell it? • What is daily life like from some children throughout <i>le monde francophone</i>? • Through which lens do I see the world? • Who am I as a language learner? How do I “level up” this year? By the end of this unit, students will be able to: • understand the main idea and key information in informational texts on <i>Lascaux Caves</i>. • introduce themselves using sentences and series of connected sentences when presenting their <i>own cave drawings</i>. • exchange information with classmates about photos on their phone using sentences and series of sentences. • understand a few lines in the songs <i>On écrit sur les murs</i> and <i>Même Sang</i>. • communicate in spontaneous conversations on everyday topics using a variety of practiced or memorized words, phrases, simple sentences, and questions. • present information about their <i>daily lives</i> using a variety of practiced and memorized phrases, and simple sentences through writing and spoken language. • understand the main idea and key information in videos of <i>diverse francophone children presenting themselves</i>. • compare practices related to everyday life and personal interests in their own culture other other cultures. • identify themes in the black and white photography of Robert Doisneau and Malick Sidibé to help understand perspectives. • compare how traditions and events influence the black and white photography of French photographer Robert Doisneau and Malian photographer Malick Sidibé. <u>MA World Language Content standards:</u> 1. Interpretive (novice-high): NH.1.a, NH.1.b 2. Interpersonal (novice-high): NH.2.a, NH.2.b, NH.2.c 3. Presentation: NH.3.a, NH.3.b, NH.3.c 4. Intercultural: NH.4.a 5. Cultures: NH.5.a, NH.5.b, NH.5.c 6. Comparisons: NH.6.a.1, NH.6.a.2, NH.6.b.1, NH.6.b.2 7. Connections: NH.7.a, NH.7.b 8. Communities: NH.8.b.4
Unit 2: Tell me a story! exploration of the francophone world through	19	Unit narrative and details: Unit 2 Essential question(s): • How did people share stories before books and social media? • What can we learn about a culture from its legends and folktales? • What characteristics do folktales have in common? • How do I tell my story?

legends and folktales		- How has my past shaped who I am today? By the end of this unit, students will be able to: - understand the main idea and related information in print and audio texts in <i>legends, articles and a film</i>. - communicate in spontaneous spoken conversations on both very familiar and everyday topics related to <i>childhood</i> using a variety of practiced or memorized words, phrases, simple sentences, and questions. - present information about their <i>childhoods</i>, using sentences and series of connected sentences through spoken and written French. - exchange information about <i>an object that symbolizes them</i>. - make comparisons between products and practices to better understand perspectives in <i>legends, film and the project “Vous faites partie de l’histoire”</i>. <u>MA World Language Content standards:</u> - Interpretive (novice-high): IL.1.a, NH1.b - Interpersonal (novice-high): NH2.a, NH2.b, NH2.c - Presentation: IL.3.a, IL.3.b, IL.3.c - Intercultural: IL.4.a - Cultures: IL.5.a, IL.5.b, IL.5.c - Comparisons: IL.6.a.1, IL.6.a.2, IL.6.b.1, IL.6.b.2 - Connections: IL.7.a, IL.7.b - Communities: IL.8.b.4
Unit 3: A tasty tour of <i>le monde francophone</i> : geographical and culinary identity	19	Unit narrative and details: Unit 3 Essential question(s): - How do I fit into the world? - What does it mean to be a global citizen? - What does food tell us about a culture? - How does where one lives impact how one lives? - How does a nation remember its history? - What stories do monuments help us remember? What stories do they ask us to forget? By the end of this unit, students will be able to: - understand the main idea and related information in print and audio texts on <i>francophone recipes, historical monuments and culinary specialties</i>. - communicate in spontaneous spoken conversations on both very familiar and everyday topics related to <i>food and monuments</i> using a variety of practiced or memorized words, phrases, simple sentences, and questions. - present information about <i>food, monuments and geography</i>, using sentences and series of connected sentences through spoken and written French. - make comparisons between products and practices to better understand perspectives related to <i>food, monuments and geography</i>. <u>MA World Language Content standards:</u> - Interpretive (novice-high): IL.1.a, NH1.b - Interpersonal (novice-high): IL.2.a, IL.2.b, IL.2.c - Presentation: IL.3.a, IL.3.b, IL.3.c - Intercultural: IL.4.a - Cultures: IL.5.a, IL.5.b, IL.5.c - Comparisons: IL.6.a.1, IL.6.a.2, IL.6.b.1, IL.6.b.2 - Connections: IL.7.a, IL.7.b - Communities: IL.8.b.4
Unit 4:	14	Unit narrative and details: Unit 4

A balanced lifestyle: well-being and self-care		Essential question(s): How does how I spend my time reflect my priorities? By the end of this unit, students will be able to: - understand the main idea and related information to print and audio texts about daily routines, physical health and mental health. - communicate in spontaneous spoken conversations on both very familiar and everyday topics related to <i>routines</i> using a variety of practiced or memorized words, phrases, simple sentences, and questions. - present information about <i>ways to improve physical and mental health</i>, using sentences and series of connected sentences through spoken and written French. - make comparisons between products and practices to help them understand perspectives on <i>balanced lifestyles in le monde francophone</i>. <u>MA World Language Content standards:</u> - Interpretive (novice-high): IL.1.a, NH1.b - Interpersonal (novice-high): IL.2.a, IL.2.b, IL.2.c - Presentation: IL.3.a, IL.3.b, IL.3.c - Intercultural: IL.4.a - Cultures: IL.5.a, IL.5.b, IL.5.c - Comparisons: IL.6.a.1, IL.6.a.2, IL.6.b.1, IL.6.b.2 - Connections: IL.7.a, IL.7.b - Communities: IL.8.b.4
Unit 5: Life in the digital age: friendship and daily life	13	Unit narrative and details: Unit 5 Essential question(s): - How do I connect with the world? - How has friendship changed over time? - How does technology change the way we live? By the end of this unit, students will be able to: - understand the main idea and related information in print and audio texts about <i>the impact of technology on daily life and friendships</i>. - communicate in spontaneous spoken conversations on both very familiar and everyday topics related to <i>technology use</i> using a variety of practiced or memorized words, phrases, simple sentences, and questions. - present information about <i>how technology impacts their lives</i>, using sentences and series of connected sentences through spoken and written French. - make comparisons between products and practices to help them understand perspectives on <i>technology's role in daily life</i>. <u>MA World Language Content standards:</u> - Interpretive (novice-high): IL.1.a, NH1.b - Interpersonal (novice-high): IL.2.a, IL.2.b, IL.2.c - Presentation: IL.3.a, IL.3.b, IL.3.c - Intercultural: IL.4.a - Cultures: IL.5.a, IL.5.b, IL.5.c - Comparisons: IL.6.a.1, IL.6.a.2, IL.6.b.1, IL.6.b.2 - Connections: IL.7.a, IL.7.b - Communities: IL.8.b.4
Unit 6: Change makers:	14	Unit narrative and details: Unit 6 Essential question(s):

world problems and solutions		• Which world problems impact me the most? • How can one person make a difference? By the end of this unit, students will be able to: • understand the main idea and related information in print and audio texts on <i>world problems</i> as well as some <i>inspirational change makers</i>. • communicate in spontaneous spoken conversations on both very familiar and everyday topics related to <i>problems</i> and <i>solutions</i> using a variety of practiced or memorized words, phrases, simple sentences, and questions. • present information about <i>problems that matter</i> and <i>solutions</i>, using sentences and series of connected sentences through spoken and written French. • make comparisons between products and practices to better understand perspectives on <i>world problems that impact the francophone world</i>. <u>MA World Language Content standards:</u> 1. Interpretive (novice-high): IL.1.a, NH1.b 2. Interpersonal (novice-high): IL.2.a, IL.2.b, IL.2.c 3. Presentation: IL.3.a, IL.3.b, IL.3.c 4. Intercultural: IL.4.a 5. Cultures: IL.5.a, IL.5.b, IL.5.c 6. Comparisons: IL.6.a.1, IL.6.a.2, IL.6.b.1, IL.6.b.2 7. Connections: IL.7.a, IL.7.b 8. Communities: IL.8.b.4
Unit 7: The future: priorities and plans	13	Unit narrative and details: Unit 7 Essential question(s): • What is my vision for the future? • What can I do today to facilitate my future plans? By the end of this unit, students will be able to: • understand the main idea and related information in print and audio texts related to <i>post-graduate plans</i>. • communicate in spontaneous spoken conversations on both very familiar and everyday topics related to <i>future plans</i> using a variety of practiced or memorized words, phrases, simple sentences, and questions. • present information about their <i>future plans</i>, using sentences and series of connected sentences through spoken and written French. • make comparisons between products and practices to better understand perspectives on <i>francophone career paths</i>. <u>MA World Language Content standards:</u> 1. Interpretive (novice-high): IL.1.a, NH1.b 2. Interpersonal (novice-high): IL.2.a, IL.2.b, IL.2.c 3. Presentation: IL.3.a, IL.3.b, IL.3.c 4. Intercultural: IL.4.a 5. Cultures: IL.5.a, IL.5.b, IL.5.c 6. Comparisons: IL.6.a.1, IL.6.a.2, IL.6.b.1, IL.6.b.2 7. Connections: IL.7.a, IL.7.b 8. Communities: IL.8.b.4
Unit 8: Identity: Where do we come from? Who are we? Where are we	8	Unit narrative and details: Unit 8 Essential question(s): • What is culture and how does it shape my identity? • How does my past shape who I am today?

going?		By the end of this unit, students will be able to: • understand the main idea and related information on article about <i>francophone</i> artwork • communicate in spontaneous spoken conversations on both very familiar and everyday topics related to <i>identity</i> using a variety of practiced or memorized words, phrases, simple sentences, and questions. • present information about their <i>past, present and future</i> using sentences and series of connected sentences through spoken and written French. • exchange information about <i>past events, present happenings and future plans</i>. • make comparisons between products and practices to better understand perspectives on <i>how the past past influences the present and the future</i>. <u>MA World Language Content standards:</u> 1. Interpretive (novice-high): IL.1.a, NH1.b 2. Interpersonal (novice-high): IL.2.a, IL.2.b, IL.2.c 3. Presentation: IL.3.a, IL.3.b, IL.3.c 4. Intercultural: IL.4.a 5. Cultures: IL.5.a, IL.5.b, IL.5.c 6. Comparisons: IL.6.a.1, IL.6.a.2, IL.6.b.1, IL.6.b.2 7. Connections: IL.7.a, IL.7.b 8. Communities: IL.8.b.4
	Total: 120	