

Southern York County School District Instructional Plan

French III Grades 10, 11, 12

Textbook(s)/Instructional Materials Used:

Dates: August/September	Unit Plan: Unit 1
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Standard 1.1: Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 3.1: Students reinforce and further their knowledge of their disciplines through the foreign language. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
Understanding(s): Students will understand 1. Regular/irregular present tense 2. Passé composé 3. Imparfait 4. Future/Conditional 5. Future Perfect 6. Present Participle	Essential Question(s): <ul style="list-style-type: none"> Why is it important to know the difference tenses and when to use them? Why is it important to be able to communicate by letter and by telephone? How does learning French help us to better understand the English language?
Learning Objectives: Students will know... <ul style="list-style-type: none"> Back to school activities and classes After school activities What you did last summer? Things and places Professions and services Telephone Formal letter vocabulary 	Students will be able to: <ul style="list-style-type: none"> Differentiate and correctly use tenses in context Talk about what they did over the summer and what they will do now that school started identify different professions Have a telephone conversation Write a formal letter
Dates: October	Unit Plan: Unit 2
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Standard 1.1: Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 3.1: Students reinforce and further their knowledge of their disciplines through the foreign language. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
Understanding(s): Students will understand 1. Passé simple 2. Forms of “ce” 3. Past perfect/sequencing	Essential Question(s): <ul style="list-style-type: none"> Why is important to know the different tenses and when to use them? Why is it important to be able to communicate your feelings?

4. Reciprocal actions/verbs 5. Past conditional 6. Subjunctive	<ul style="list-style-type: none"> How does learning French help us to better understand the English language?
Learning Objectives: Students will know... <ul style="list-style-type: none"> Legends/fairy tales/fables Historical accounts from Africa Emotions Life events 	Students will be able to: <ul style="list-style-type: none"> Read and discuss different pieces of literature Use grammar correctly in context Talk about their emotions and things that have happened and will happen in their life
Dates: November	Unit Plan: Unit 2
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Standard 1.1: Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 3.1: Students reinforce and further their knowledge of their disciplines through the foreign language. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
Understanding(s): Students will understand <ol style="list-style-type: none"> Passé simple Forms of “ce” Past perfect/sequencing Reciprocal actions/verbs Past conditional Subjunctive 	Essential Question(s): <ul style="list-style-type: none"> Why is important to know the different tenses and when to use them? Why is it important to be able to communicate your feelings? How does learning French help us to better understand the English language?
Learning Objectives: Students will know... <ul style="list-style-type: none"> Legends/fairy tales/fables Historical accounts from Africa Emotions Life events 	Students will be able to: <ul style="list-style-type: none"> Read and discuss different pieces of literature Use grammar correctly in context Talk about their emotions and things that have happened and will happen in their life
Dates: December	Unit Plan: Unit 3
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Standard 1.1: Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 3.1: Students reinforce and further their knowledge of their disciplines through the foreign language. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
Understanding(s): Students will understand <ol style="list-style-type: none"> How to describe weekend activities Leisure time activities How to describe things around me Passe compose Imparfait Differences between passe compose and imparfait 	Essential Question(s): <ul style="list-style-type: none"> Can I describe my weekend activities? Can I talk about leisure time activities? Can I Describe things around me? Can I describe what I did in the past? Can I correctly conjugate passe compose? Can I correctly conjugate imparfait?

7. Contraires 8. Prendre 9. Mettre 10. Voir 11. Sortir 12. partir	<ul style="list-style-type: none"> Can I distinguish between when to use passe compose and imparfait? Can I use contraries?
Learning Objectives: Students will know... <ul style="list-style-type: none"> France leisure activities Difference between imparfait and passé composé How work contraries 	Students will be able to: <ul style="list-style-type: none"> Describe his/her weekend Talk about leisure time activities in France and USA Describe what he/her did in the past
Dates: January/February	Unit Plan: Unit 4
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Standard 1.1: Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 3.1: Students reinforce and further their knowledge of their disciplines through the foreign language. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
Understanding(s): Students will understand <ol style="list-style-type: none"> Food description in French speaking countries How shopping was in France Difference between what I want to do, what I have to do, and what I can do 	Essential Question(s): <ul style="list-style-type: none"> Can I talk about my favorite food? Can I talk about my favorite drinks? Can I order in a restaurant? Can I shop in an open-air market? Can I express what I want to do? Can I express what I have to do? Can I express what I can do?
Learning Objectives: Students will know... <ul style="list-style-type: none"> Vocabulary related to foods in some French speaking countries Vocabulary related to shopping in France How to express what he/she want to do, have to do, and can do 	Students will be able to: <ul style="list-style-type: none"> Talk about my favorite foods Talk about my favorite drinks Order in a restaurant Shop in an open-air market Express what I want to do Express what I have to do Express what I can do
Dates: March/April	Unit Plan: Unit 5
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Standard 1.1: Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 3.1: Students reinforce and further their knowledge of their disciplines through the foreign language. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
Understanding(s): Students will understand <ol style="list-style-type: none"> The various forms of entertainment 	Essential Question(s): <ul style="list-style-type: none"> Can I discuss various forms of entertainment?

2. French cinema 3. Object pronoun	<ul style="list-style-type: none"> • Can I discuss movies that I like? • Can I discuss my preferences for entertainment? • Can I talk about my favorite actors, singers, and sports players? • Can I accept an invitation? • Can I decline an invitation? • Can I extend an invitation? • Can I describe my relationships with people? • Can I use direct object pronouns? • Can I use indirect object pronouns? • Can I give a command with an object pronoun?
Learning Objectives: Students will know... <ul style="list-style-type: none"> • Forms of entertainment • Vocabulary related to cinema • Form of an invitation • Direct object pronouns • Indirect object pronoun 	Students will be able to: <ul style="list-style-type: none"> • Discuss various forms of entertainment • Discuss movies that I like • Discuss my preferences of entertainment • Talk about my favorite actors, singers, and sports players • Accept an invitation • Decline and invitation • Extend an invitation • Describe my relationships with people • Use direct object pronouns • Use indirect object pronouns • Give a command with an object pronoun
Dates: May	Unit Plan: Unit 6
Stage 1 – Desired Results	
PA Standard(s)/Assessment Anchors Addressed: Standard 1.1: Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions. Standard 1.2: Students understand and interpret written and spoken language on a variety of topics Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 3.1: Students reinforce and further their knowledge of their disciplines through the foreign language. Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.	
Understanding(s): Students will understand <ol style="list-style-type: none"> 1. Different Varieties of sports in French speaking countries 2. The using of the pronouns “Y” and “en” 3. Reflexive verbs in present tense 4. Reflexive verb in past tense 	Essential Question(s): <ul style="list-style-type: none"> • Can I name my favorite sports? • Can I describe sports? • Can I identify the parts of the body? • Can I describe my personal hygiene routine? • Can I describe people’s physical features? • Can I explain how to stay fit? • Can I express how I feel to a doctor? • Can I correctly use the pronoun Y? • Can I correctly use the pronoun en? • Can I conjugate reflexive verbs in present tense? • Can I conjugate reflexive verbs in past tense?
Learning Objectives: Students will know... <ul style="list-style-type: none"> • The varieties of sports of sports in French speaking countries • How to use the pronouns “Y” and “en” in the sentence 	Students will be able to: <ul style="list-style-type: none"> • Talk about environment • Name my favorite sports • Describe sports • Identify the parts of the body • Explain how to stay fit

- What is reflexive verb and how to use it

- Express how I feel to a doctor
- Correctly use the pronoun y
- Correctly use the pronoun en
- Conjugate reflexive verbs in present tense
- Conjugate reflexive verbs in past tense