

St. Mary's County Public Schools  
 French 3  
 Grades 8, 9, 10, 11, or 12

<b>Marking Period 2</b>	
<b>ACTFL Can Do Benchmarks/Maryland State Standards</b>	<p><b>Interpersonal Communication:</b> <i>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</i></p> <p><b>Presentational Speaking:</b> <i>I can present information on most familiar topics using a series of simple sentences</i></p> <p><b>Presentational Writing:</b> <i>I can write briefly about most familiar topics and present information using a series of simple sentences.</i></p> <p><b>Interpretive Listening:</b> <i>I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I hear.</i></p> <p><b>Interpretive Reading:</b> <i>I can understand the main idea of short and simple texts when the topic is familiar</i></p>
<b>Essential Questions</b>	<p>How are certain aspects of daily life different in France?          Qu'est-ce qu'on doit connaître de sa destination pour réussir son voyage?          De quelles compétence ai-je besoin pour réussir un séjour?</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Shopping for various items</li> <li>• Answering questions and referring to people, things, and places using pronouns</li> <li>• Asking for a variety of services</li> <li>• Discussing having one's hair cut.</li> <li>• Discussing having items fixed or cleaned</li> <li>• Describing services that you have done by other people</li> <li>• Planning a trip abroad</li> <li>• Describing future plans</li> <li>• Hypothesizing about what one would do</li> <li>• Deciding where to stay when traveling</li> <li>• Reserving a room in a hotel</li> <li>• Asking for services in a hotel</li> <li>• Comparing people, things, places and situations.</li> <li>• Asking for alternatives</li> <li>• Pointing out things and indication possession</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Items associated with shopping in: stationery store, pharmacy, convenience store etc..</li> <li>• Indefinite expressions of quantity</li> <li>• Service industries</li> <li>• Travel in France: <b>la douane, l'agence de voyage, le station, l'aéroport</b></li> <li>• Interrogative pronouns</li> <li>• Demonstrative pronouns</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• <b>Object pronouns</b></li> <li>• Two-pronoun sequences</li> <li>• Construction: <b>Faire + infinitive</b></li> <li>• <b>Future tense:</b> with <b>si-clauses</b> and <b>quand</b></li> <li>• <b>Conditional</b></li> <li>• Interrogative pronouns: <b>lequel?</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrative pronouns: <b>celui</b></li> <li>• Possesive pronouns: <b>le mien</b></li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• Music: Classical French music</li> <li>• Famous French singers of yesterday and today</li> <li>• Multicultural aspect of music from the francophone world</li> <li>• <b>Opéra:</b> Carmen</li> <li>• <b>Les transport en Europe.</b> Le TGV, L'Eurotunnel</li> <li>• Le guide Michelin</li> <li>• Hstoire: the historical foundation of modern France</li> <li>• Histoire: the two World Wars and the European Union</li> <li>• <b>Film:</b> Au revoir les Enfants</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>