

**World Languages  
French III**

**Unit 1: Post Office and Telecommunications**

<p><b>Essential Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Language enables communication.</li> <li>▪ Language is inextricably linked to culture.</li> <li>▪ Western languages have certain structural similarities</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How do the French stay in touch?</li> <li>▪ How does the government play a role in daily life?</li> </ul>
<p><b>Essential Knowledge</b></p>	<ul style="list-style-type: none"> <li>▪ France is a Socialist Republic.</li> <li>▪ The government is a partner with private business.</li> <li>▪ The imperfect tense is generally descriptive.</li> <li>▪ Gender/number agreements are an essential component of French.</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ postal service, letter writing, telecommunications, telephone etiquette, object pronouns, relative pronouns <i>who</i> and <i>whom</i>, the imperfect tense, agreement of past participles, verbs ending in -yer</li> </ul> </li> </ul>
<p><b>Essential Skills</b></p>	<ul style="list-style-type: none"> <li>▪ Use appropriate vocabulary to conduct business in a post office.</li> <li>▪ Write letter and address envelope, French style.</li> <li>▪ Express <i>who, whom, which, that</i> in complex sentences.</li> <li>▪ Refer to people and things already mentioned.</li> <li>▪ Describe and compare people and things using certain adjectives.</li> </ul>
<p><b>Related Maine Learning Results</b></p>	<p><u>World Languages</u>  A. Communication  A1. Interpersonal  Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> <li>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>b. Provide and exchange detailed information on familiar topics, orally and in writing.</li> <li>d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</li> </ol>

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<p><b>Related Maine Learning Results</b></p>	<p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none"><li>a. Compare a variety of grammatical structures and syntax between languages.</li><li>b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.</li><li>c. Use idiomatic expressions and/or proverbs in the target language.</li><li>d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.</li></ul> <p>B. Culture</p> <p>B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <ul style="list-style-type: none"><li>a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken.</li><li>b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken.</li><li>c. Identify differences in cultural practices among peoples that speak the same language.</li></ul> <p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ul style="list-style-type: none"><li>b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken.</li><li>c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication.</li></ul> <p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ul style="list-style-type: none"><li>a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.</li></ul>
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<p><b>Related Maine Learning Results</b></p>	<p>D. Communities D1. Communities Students demonstrate their understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21<sup>st</sup> century. b. Independently access a variety of target language sources for one's own entertainment or enrichment. c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).</p>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Vocabulary lightning rounds</li> <li>▪ Group story telling</li> <li>▪ Write a short fairy tale</li> </ul>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Quizzes</li> <li>▪ Skits</li> <li>▪ Composition</li> <li>▪ Listening comprehension</li> <li>▪ Reading comprehension</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>A Bord</u> - McGraw-Hill textbook</li> <li>○ Newspaper, magazine articles</li> </ul> </li> <li>▪ <u>Videos:</u> <ul style="list-style-type: none"> <li>○ <u>A Bord</u></li> </ul> </li> </ul>