

## ***French 3 Curriculum***

### ***Content Standard 2: Communication (Interpretive Mode) – How do I understand what others are trying to communicate in French?***

*Students will understand and interpret spoken and written French on a variety of topics.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Comprehend the main ideas contained in videos, DVDs, films, television programs, or websites on familiar topics.</li> <li>• Comprehend the main idea of orally related personal anecdotes, familiar fairy tales, legends, and other narratives based on well-known themes.</li> <li>• Understand the main ideas, themes and some details from authentic television, radio, Internet-based and digital (e.g., PowerPoint) or live presentations on topics that are of interest to themselves as well as their peers in the target culture.</li> <li>• Work individually to collect data on familiar topics from various print, digital and electronic resources.</li> <li>• Comprehend the main ideas and identify the principal characters when reading poems, short folk tales authentic literary texts or illustrated stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will watch dramatic episode Chapter 1</li> <li>• Students will read the poem “La Cigale et la Fourmi” p. 330</li> <li>• Activities G &amp; H</li> <li>• Students will view, and read about popular comic book characters in the francophone culture. Panorama Culturel p. 44</li> <li>• Read Nota Culturel p. 227</li> <li>• Read “Les trios femmes du roi” p. 174-176</li> <li>• Complete questions A through E on p. 174</li> </ul>	<ul style="list-style-type: none"> <li>• Students will do activity master 1 and 2 both viewing and post viewing.</li> <li>• Retelling and Summarizing evaluated using rubric</li> <li>• Testing Program pp. 27-30</li> <li>• Listening activities (teacher resource book) pp. 12-13, 16-17</li> <li>• Students will complete chart identifying how certain cities have changed since World War II p. 227</li> <li>• Standardized Assessment Tutor Chapitre 6</li> </ul>	<ul style="list-style-type: none"> <li>• A.V. video guide pp. 6-8</li> <li>• A.V. Student text</li> <li>• A.V. Reading Strategies and Skills Book</li> <li>• Videocassette 1</li> <li>• Internet websites</li> <li>• A.V. Student text pp. 44</li> <li>• Newspapers</li> <li>• Internet websites</li> <li>• A.V. Student text p. 227</li> <li>• A.V. Student text pp. 174-176</li> <li>• A.V. Testing Program Chapitre.6</li> </ul>

- Comprehend the basic content of written materials selected by the teacher on the basis of topical familiarity, e.g., personal letters, e-mail, websites, pamphlets, advertisements and illustrated newspaper and magazine articles.

- “Froumi et Grasshopper” pp. 328-329
- Read – “Le Village Acadien”

- Students will complete questions pp. 328-329 A through E
- Chapitre 11 Test, Part D et F

- A.V. Student text pp. 328-329
- A.V. Testing Program Ch 11

## ***French 3 Curriculum***

### ***Content Standard 3: Communication (Presentation Mode) -- How do I present information, concepts and ideas in French in a way that is understood?***

*Students will present information, concepts and ideas to listeners or readers in French on a variety of topics.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Make brief presentations to their class in French on topics of personal interest or topics that have been studied in other subject areas.</li> <li>• Present short plays and skits, recite poetry, songs, short anecdotes that are familiar to their peers in the target culture.</li> <li>• Summarize the plot and brief descriptions of characters in selected poems, short stories, folk tales and anecdotes in French.</li> <li>• Prepare audio or visual messages in the target language for their peers in the target culture on topics of personal interest in their daily lives.</li> <li>• Write notes or short letters in French to peers in the target culture on topics of shared personal interest, including daily events and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create an individual list of hobbies and interests.</li> <li>• Read “L’Amérique francophone-Les Cadjuns”</li> <li>• Listen cadjun music selections – Audio CD #9</li> <li>• Realia: “Le Cimetière des elephants; La Tortue et le léopard” pp. 204-206</li> <li>• Radio commercials – Mise en tren activities 1-5 pp. 254-5</li> <li>• Students will complete a writing sample based on four scenarios: article, courrier électronique, catalogue, petit mot</li> </ul>	<ul style="list-style-type: none"> <li>• Students will give 5 minute presentations based on personal interests.</li> <li>• Group work – Students will create and present their own song based on familiar themes in French.</li> <li>• Activities 9 &amp; 10 p. 317</li> <li>• Animal tales from Africa</li> <li>• Written sample</li> <li>• Students will create their own radio advertisements (group work)</li> <li>• Students will write a short letter on a topic of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher will provide various topics of interest ( i.e., food, sports, dating)</li> <li>• A.C. Student textbook pp. 316-317</li> <li>• A.V. student textbook pp 204-206</li> <li>• Audio CD #7</li> <li>• T.V. Guide</li> <li>• Newspapers</li> <li>• Video recording equipment</li> <li>• Alternative Assessment Guide p. 50</li> </ul>

## ***French 3 Curriculum***

### ***Content Standard 4: Cultures -- How do I use my understanding of culture to communicate and function appropriately in another culture.***

*Students will demonstrate an understanding of the traditions, products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretive, and presentational communication.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Identify authentic products, such as those found in the target culture’s homes and communities, and discuss their significance.</li> <li>• Identify, experience or read about and discuss expressive forms of the culture, including but not limited to art, literature, and music (e.g., folk art, authentic children’s books, songs and dance), and describe their significance.</li> <li>• Participate in age appropriate cultural activities, including, but not limited to adolescent games (e.g., card, board, computer and outdoor games), sports-related activities, music, television and the Internet.</li> <li>• Use appropriate verbal and non-verbal behavior for daily activities among peers and for activities or contexts that include adult interaction.</li> </ul>	<ul style="list-style-type: none"> <li>• Rencontre Culturelle: Belgium pp. 48-49</li> <li>• Senegalese musicians playing traditional music, Chapitre 5</li> <li>• A nous les Jeux olympiques! p. 342-345</li> <li>• Scrabble in French, Millebourne</li> <li>• La famille d’Ahmed: #28 Listening activity – including cultural note from teacher’s edition regarding declining an offer with “merci”</li> </ul>	<ul style="list-style-type: none"> <li>• Students will create a poster of typical items found in a Belgian community.</li> <li>• Quiz 2-2A, Quiz 2-2B</li> <li>• Students will complete questions 1 and 2 on p. 131</li> <li>• Quiz 5-1A</li> <li>• Students will answer questions 1-5 on p. 344</li> <li>• Quiz 12-1A</li> <li>• Students will demonstrate appropriate gesturing in mini dialog presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• A.V. student textbook pp. 48-49</li> <li>• Magazines</li> <li>• Poster paper</li> <li>• A.V. Student text p. 131</li> <li>• A.V. Testing Program Ch.5</li> <li>• A.V. Student textbook, Chapitre 12</li> <li>• Musical instruments</li> <li>• Board games</li> <li>• Internet websites</li> <li>• A.V. Student textbook p. 170</li> <li>• CD 6 Track 11</li> </ul>

## ***French 3 Curriculum***

***Content Standard 5: Connections (Interdisciplinary Mode) -- How do I use my understanding of French-speaking culture to reinforce and expand my knowledge of other disciplines.***

*Students will reinforce and expand their knowledge of other areas of study through the study of French.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Acquire information from a variety of other subjects and integrate it into the world language classroom, comparing and evaluating the similarities and differences in information.</li>   <li>• Acquire more detailed information from a variety of sources in the world language classroom and integrate it with other school subjects, comparing and evaluating the similarities and differences in information.</li>   <li>• Use new information and critical thinking gained through world language study to expand their personal knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• On va au restaurant! Panorama Culturel Activity p. 12</li>   <li>• Les Tunisiennes en marche Reading and related activities p. 236</li> <li>• La Tunisie #20</li>   <li>• Lacroix: Haute-culture collections pp. 110-111</li> </ul>	<ul style="list-style-type: none"> <li>• Students will read Nota Cultural and evaluate similarities and differences in information gathered from Professional Cooking courses with reference to French cooking</li> <li>• Quiz 1-1B</li>   <li>• Students will incorporate knowledge from the French classroom on the topic of Tunisia, political change and social reform in connection with civics and other social science classes.</li> <li>• Standardized Assessment Tutor, Chapitre 8</li>   <li>• Students will discuss French clothing trends and habits and the major differences between French and American attitudes toward fashion using detailed information from the readings in the student text and ancillary materials.</li> <li>• Standardized Assessment Tutor, Chapitre 4</li> </ul>	<ul style="list-style-type: none"> <li>• A.V. Cahier d'activités p. 12</li> <li>• A.V. Testing Program Ch. 1</li>   <li>• A.V. Student Text pp. 236-237</li> <li>• A.V. Cahier d'activités p. 95</li> <li>• Test Generator, Chapter 8</li>   <li>• A.V. Student Text pp. 110-111</li> <li>• A.V. Cahier pp. 47-8</li> <li>• Testing Program pp. 75-80</li> </ul>

<ul style="list-style-type: none"><li>• Use multiple media resources to expand their understanding of the target cultures and integrate it with their existing knowledge base.</li><li>• Develop the necessary skills to use the Internet in order to gain access to the target cultures.</li></ul>	<ul style="list-style-type: none"><li>• go.hrw.com WA3 FRANCOPHONE EUROPE-4</li><li>• Africa – Cultural/Social Studies Link on web.</li></ul>	<ul style="list-style-type: none"><li>• Students will present to teacher a list of various resources including Internet websites in the target language.</li><li>• Students will access resources related to Africa to demonstrate their ability to use technology.</li></ul>	<ul style="list-style-type: none"><li>• Newspapers</li><li>• Movies</li><li>• Internet</li><li>• Realia</li> <li>• <a href="http://go.hrw.com">http://go.hrw.com</a></li><li>• keyword WA3 FRANCOPHONE AFRICA</li><li>• Chapitres 5, 6, 7 &amp; 8</li></ul>
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## ***French 3 Curriculum***

***Content Standard 6: Connections (Intradisciplinary Mode) -- How do I use my understanding of another language and culture to broaden and deepen my understanding of French-speaking culture and access and use information that would otherwise be unavailable to me.***

*Students will acquire and use information from a variety of sources only available in French.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Use multiple media resources to expand their understanding of the target culture(s) and integrate it with their existing knowledge base.</li> <li>• Use multiple media resources to analyze aspects of the target culture(s) and apply their knowledge to new situations.</li> <li>• Develop the necessary skills to use the Internet in order to gain greater access to the target culture(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Issues – Realia 3-2 pp. 76 activ. 1-3</li> <li>• Realia 8-1 Tourist brochure for Tunis pp.242 activities 15</li> <li>• WA3 FRANCOPHONE AMERICA</li> </ul>	<ul style="list-style-type: none"> <li>• Students will summarize environmental issues that they feel are the most important.</li> <li>• Students will research “green” political parties in French-speaking countries as well as their own.</li> <li>• Students will list unique cultural features of traditional dress and housing.</li> <li>• Students will research New Orleans in regard to its architecture, LaFayette, Cajun influence on the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>• A.V. Student Text p. 76</li> <li>• A.V. Cahier: #21 p. 35</li> <li>• A.V. Activities for Communication pp. 54 &amp; 56</li> <li>• A.V. Student text pp. 246-249</li> <li>• Internet</li> </ul>

## ***French 3 Curriculum***

### ***Content Standard 7: Comparisons Among Languages -- How do I demonstrate an understanding of the similarities, differences and interactions across languages?***

*Students will demonstrate literacy and an understanding of the nature of language through comparisons across languages.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Access a wide variety of printed material that includes multicultural themes and character, fiction and nonfiction readings.</li> <li>• Use oral and written language to relate their own experiences and construct their own stories.</li> <li>• Expand comprehension strategies to predict outcomes and make comparisons.</li> <li>• Produce coherent and accurate written work for a variety of purposes (e.g., lists, messages, short notes, journal entries).</li> <li>• Use a writing process in producing work that includes self-assessment and discussion with other students.</li> </ul>	<ul style="list-style-type: none"> <li>• Read “L’Enfant Noir” pp. 144-147</li> <li>• Read Communication Activity Situation #1</li> <li>• Read pp. 192-193 Tse-tse fly</li> <li>• Read pp. 44-55 in Reading</li> <li>• Writing Prompts pp. 16-27 Alternative Assessment Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Students will answer questions A-M on pp.144-146</li> <li>• Quiz 5-3B</li> <li>• Students will complete comment dit-on... p. 9</li> <li>• Students will complete suppositions about the sleeping sickness virus.</li> <li>• Students will model several types of lists, diaries or memoirs in journal.</li> <li>• Students will complete writing prompts and follow a writing process which includes peer editing and revision.</li> <li>• Portfolio Assessment tools/rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• A.V. Student text pp. 144-147</li> <li>• A.V. Testing Program Ch.5</li> <li>• A.V. Activities for Communication Student Textbook p.9</li> <li>• A.V. Listening Strategies and Skills Handbook – pp.55-58</li> <li>• Student Journal</li> <li>• Alternative Assessment Guide-CD ROM Handbook pp. 44-55</li> <li>• A.V. Alternative Assessment Guide – pp. V-VI; pp. 5-8</li> </ul>



## ***French 3 Curriculum***

### ***Content Standard 1: Communication (Interpersonal Mode) – How do I use French to communicate with others?***

*Students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions..*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Greet others and exchange essential information, including names, addresses, birthplaces, telephone numbers and e-mail addresses.</li> <li>• Exchange information about current events and past events as well as aspirations in their personal lives and the lives of their friends, families and others within their community.</li> <li>• Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences.</li> <li>• Find alternate methods of communication when they cannot express their intended message adequately.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment dit-on...p. 9</li> <li>• Mini drama Activity 19 Ch. 1</li>   <li>• Students will exchange information about themselves by filling out information chart</li>   <li>• Group work # 31, p. 108</li> <li>• Grammaire Supplémentaire p. 116 Activity 5.</li>   <li>• Le Mot juste—Chapter review game strategy for circumlocution skill building pp.3c-3d in Teacher textbook.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will complete communicative activity 1-1B</li>   <li>• Que sais-je? ex. 1-3 p. 30</li> <li>• Activities 1 and 2 on p. 28</li>   <li>• Quiz 4-2A</li> <li>• Chapter 4 test</li>   <li>• Students will complete Review Chapter 1, Section #5</li> <li>• Quiz 1-3A</li> </ul>	<ul style="list-style-type: none"> <li>• A.V. Student text pp. 9-13</li> <li>• A.V. Testing Program Ch. 1</li> <li>• A.V.. Activities for Communication Resource</li>   <li>• A.V. Student text</li>   <li>• A.V. Listening Activities Resource Book pp. 31-38</li> <li>• A.V. Testing Program Ch.4</li>   <li>• A.V. Student text p.31</li> <li>• A.V. Testing Program Ch.1</li> </ul>

<ul style="list-style-type: none"><li>• Work in groups to develop solutions to problems that are of contemporary or historical interest in both the target and their native cultures.</li><li>• Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures.</li></ul>	<ul style="list-style-type: none"><li>• L'énergie, vous y pensez? Activities 21, 22 and 23 on pp.35-36 in Student workbook.</li><li>• Communicative Activity #8 p. 316-317</li></ul>	<ul style="list-style-type: none"><li>• Students will read the announcement from a French government agency addressed to motorists. They will list actions and make recommendations of practices including those that are discouraged.</li><li>• Quiz 11-1A</li></ul>	<ul style="list-style-type: none"><li>• A.V. Cahier d'activités pp.35-36</li><li>• A.V. Testing Program Ch.3</li><li>• A.V. Student Textbook</li><li>• A.V. Testing Program Ch.11 pp. 235-238</li></ul>
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## ***French 3 Curriculum***

### ***Content Standard 8: Comparisons Among Cultures – How do I demonstrate and understanding of the similarities, differences and interactions across cultures?***

*Students will demonstrate an understanding of the concept of culture through comparisons across cultures.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Compare and contrast art forms, such as music and songs across cultures.</li> <li>• Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies, and recreational gatherings that exist across cultures.</li> <li>• Solicit their peers’ opinions on aspects of culture through face-to-face contact or written exchanges and compare this information with how their peers in the target cultures view the same topic.</li> <li>• Use new information and perspectives to compare and contrast their experiences with those of their peers in the target cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Culturel p. 9</li> <li>• Les Langues en Belgique p. 31d</li> <li>• Initiate Pen Pal Program to solicit opinions on cultural aspects</li> <li>• Panorama Culturel p. 138</li> <li>• Mon Journal p. 149</li> </ul>	<ul style="list-style-type: none"> <li>• Students will talk briefly about comic-books and comic-strip artists p. 44</li> <li>• Students will answer questions about the official languages of Belgium, and uses of several second languages in addition to French and Flemish.</li> <li>• Students will periodically report to class on their pen pal relationships.</li> <li>• Students will name at least one career that he or she is considering.</li> <li>• Students will name two things that they would do/change if they had a million dollars.</li> </ul>	<ul style="list-style-type: none"> <li>• A.V. Student text p. 44-52</li> <li>• A.V. Videocassette 1</li> <li>• A.C. Cahiers p. 24</li> <li>• Pen Pal Program</li> <li>• A.V. Student text pp. 138-139</li> <li>• A.V. Cahier p. 149</li> </ul>

## ***French 3 Curriculum***

### ***Content Standard 9: Communities – How do I use my knowledge of language and culture to enrich my life and broaden my opportunities?***

*Students will use their world language and their cultural knowledge both within and beyond the school setting for personal enjoyment, enrichment and active participation.*

<i>Performance Standards</i>	<i>Sample Activities</i>	<i>Assessment Strategies</i>	<i>Resources</i>
<ul style="list-style-type: none"> <li>• Discuss their families, school experiences, free-time activities and current events in the target language in written or oral form.</li> <li>• Exchange information about family, school events and celebrations with native speakers via letters and technologies, such as e-mail, audio-or videotapes, CDs, DVDs and distance learning.</li> <li>• Use various media from the target language and culture for personal enjoyment.</li> <li>• Interact with members of the local community who are employed in a variety of professions to learn how they use French in their work.</li> <li>• Demonstrate their French skills while involved in community activities, including community</li> </ul>	<ul style="list-style-type: none"> <li>• Mise en tren CD 6 tr. 1</li> <li>• Read Panorama Cultural p. 156</li>   <li>• Initiate Pen Pal Program</li>   <li>• Students will bring and share with class various magazine and newspapers in the target language.</li> <li>• Invite a local community member who uses French in their job or occupation to speak to the class.</li>   <li>• Panorama Culturel and related questions 1-3 on p.138</li> </ul>	<ul style="list-style-type: none"> <li>• Students will answer about family life in Morroco</li> <li>• Quiz 6-3A</li>   <li>• Students will initiate a Pen Pal Program and periodically report to class on their pen pal relationships.</li>   <li>• Students will create a journal of T.V. shows, magazines, and newspapers that they read for enjoyment.</li> <li>• Students will meet and interview local community members and relate new knowledge to the class.</li>   <li>• Students will volunteer at local churches, hospitals, etc. and keep activities in a journal.</li> </ul>	<ul style="list-style-type: none"> <li>• A.V. Student Text p. 156</li> <li>• A.V. Testing Program Ch. 6</li>   <li>• Internet website for pen pal program</li> <li>• Teacher directed activity</li>   <li>• Television</li> <li>• Radio</li> <li>• Periodicals</li> <li>• Internet</li>   <li>• Local community members who use French in their daily work and profession.</li>   <li>• A.V. Student Text p.138</li> <li>• Local church</li> <li>• Local hospital</li> <li>• Local literacy program</li> </ul>

<ul style="list-style-type: none"><li>• Consult various sources in the target language to obtain information on topics of personal interest.</li></ul>	<ul style="list-style-type: none"><li>• Les Sports -- French speaking athletes pp. 356-358</li><li>• Realia: Eurail – p. 3</li><li>• Cajun musicians in Lafayette p. 248</li><li>• Cinema – Le Festival des films du monde p. 276</li></ul>	<ul style="list-style-type: none"><li>• Students will create a list of topics of personal interest and provide sources.</li><li>• Students will explore topics of interest via several different media sources.</li></ul>	<ul style="list-style-type: none"><li>• Newspapers</li><li>• Magazines</li><li>• Television</li><li>• Internet</li><li>• A.V. Video series</li></ul>
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