

FRENCH III

LENGTH OF TIME: 90 minutes daily per semester

GRADE LEVEL: 9-12

COURSE STANDARDS:

Students will:

1. When using any of the four language skills (listening, speaking, reading, and writing), in order to insure effective communication:
 - a) Utilize the system of sound-letter correspondences.
 - b) Demonstrate the ability to use/comprehend appropriate vocabulary.
 - c) Exhibit the ability to expand sentences and paragraphs into a variety of communicative tasks of increasing complexity (speaking and writing).
 - d) Expand grammatical structures correctly.
 - e) Employ effective intonation patterns
(FL Standards 1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 4.1, 5.1)
(PA Academic Standards 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8)
2. Understand and retain most key ideas and some supporting detail from a variety of communicative tasks (listening and reading).
(FL Standards 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)
(PA Academic Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8)
3. Demonstrate comprehension of and sensitivity for the similarities and differences in cultural patterns. (FL Standards 2.1, 2.2, 3.2, 4.2, 5.1, 5.2) (PA Academic Standards 1.1, 1.2, 1.6)
4. Employ the study skills necessary for effective language learning. (FL Standards 3.1, 4.1, 5.1, 5.2)
5. Recognize the importance of language learning to career opportunities.
(FL Standards 5.1, 5.2)
6. Utilize technology as a resource tool, reinforcement/enrichment tool, and for production of oral and written work. (FL Standards 3.1, 5.1, 5.2)

RELATED PA ACADEMIC STANDARDS FOR READING, WRITING, SPEAKING AND LISTENING

- 1.1 Learning to Read Independently
- 1.2 Reading Critically in All Content Areas
- 1.3 Reading, Analyzing and Interpreting Literature
- 1.4 Types of Writing
- 1.5 Quality of Writing
- 1.6 Speaking and Listening

- 1.7 Characteristics and Function of the English Language
- 1.8 Research

RELATED WORLD LANGUAGE STANDARDS: ACTFL

- Communication 1.1, 1.2, 1.3
- Cultures 2.1, 2.2
- Connections 3.1, 3.2
- Comparisons 4.1, 4.2
- Communities 5.1, 5.2

PERFORMANCE ASSESSMENTS (Integrated):

Students will be able to use the language at a novice- high to intermediate low- level range according to the ACTFL (American Council on the Teaching of Foreign Languages) guidelines.

At the novice -high-level students can ask questions or make statements with reasonable accuracy still utilizing memorized utterances or formulae. Vocabulary is limited to areas of immediate survival needs. Some signs of spontaneity and flexibility of expression are emerging. There is a slight increase in utterance length but frequent long pauses still occur. Most utterances are telegraphic and word endings are often omitted, confused, or distorted.

At the Intermediate-Low level, students are able to satisfy basic and immediate survival needs and minimum courtesy requirements. In areas of immediate need or on very familiar topics, can ask and answer simple questions, initiate and respond to simple statements, and maintain very simple face-to-face conversations with limited constructions and much inaccuracy in syntax and grammatical structures. Vocabulary is growing but still inadequate to express anything but the most elementary needs. Strong interference from native language occurs in articulation, stress, and intonation. There is little precision in information and misunderstandings frequently arise from limited vocabulary and tentative state of grammatical development. With repetition, can generally be understood by native speakers in regular contact with foreigners.

Students will demonstrate achievement of the standards by:

1. Acquire new vocabulary and structures by utilizing them in oral and written communication. (Course Standards 1, 2, 4)
 - Food and beverages
 - Pastime activities and places
 - Descriptions of people
 - House
 - Meals
 - Furniture
 - Vacation places and activities
 - Hygiene phrases
 - Places in the town
 - Modes of transportation
 - Directions
 - School related phrases
 - Stores
 - Gift giving
2. Provide extended auto and biographical information in the target language by describing in a narration or monologue in oral and written form.) (Course Standards 1, 2, 3, 4, 6)

- Pastime activities and places
 - Family
 - Descriptions of self/friends/family
 - Description of house
 - Giving directions
 - Likes and dislikes
 - Vacation plans
 - Food and beverages preferences
 - Descriptions of people
 - School and grades
 - Vacation places and activities
 - Personal hygiene
 - Places in the town
 - Shopping preference
3. Minimally sustain face-to-face conversations by participating in written and oral role-plays: (Course Standards 1, 2, 3, 4, 6)
 - Ask and answer questions about self and others regarding topics described in performance assessments 1, 2, and 3.
 4. Comprehend main ideas and important supporting details on known topics by using prior knowledge, deduction, and inference by answering questions. (Course Standards 1, 2, 3, 4)
 - Discuss and answer questions information based on topical vocabulary readings
 5. Identify cultural patterns and describe their similarities and differences (Course Standards 1, 2, 3, 4)
 6. Link second language proficiency to career opportunities (Course Standards 1, 3, 5, 6)

DESCRIPTION OF COURSE:

In Level III, the student will achieve increased proficiency in the four language skills and will continue to develop cultural awareness. The student will continue to expand the vocabulary base and will employ more complex structures to communicate effectively.

TITLES OF UNITS:

1. General review of all concepts of French II 1 week
2. Chapitre 1 *Bon séjour* 3 weeks
 - A. Communication:
 - Describing and characterizing yourself and others
 - Expressing likes, dislikes and preferences
 - Asking for information
 - Asking for and giving advice
 - Asking for, making and responding to suggestions
 - Relating a series of events
 - B. Culture:
 - Travel documents
 - Traveling in the outskirts of Paris
 - C. Vocabulary:
 - Adjectives of describing persons
 - Clothing and travel items
 - Questions
 - Likes, dislikes, preferences
 - Suggestions and excuses

- D. Structures:
- Verb “avoir” and “etre”
 - “ir” verbs
 - Adjective agreement
 - “quel” forms
 - Imperative tense
 - Futur proche with “aller”
3. Chapitre 2- *Bienvenue à Chartres!* 3 weeks
- A. Communication:
- Welcoming someone/responding to welcome
 - Asking /answering how one is feeling
 - Pointing out where things are
 - Paying/responding to compliments
 - Asking for/giving directions
- B. Culture:
- Polite guest behavior
 - Paying/receiving compliments
 - Teenager’s bedrooms in France
 - Notre Dame de Chartres
 - Houses in France
- C. Vocabulary:
- House
 - Town
 - Furniture
 - Welcoming/complimenting
 - Asking for and giving directions
- D. Structures:
- Using tu/vous with guests
 - Question formation
 - Adjectives that precede the noun
 - Contractions with à
 - The pronoun “y”
4. Chapitre 3 *Un Repas À La Française* 3 weeks
- A. Communication:
- Making purchases
 - Asking for, offering, accepting, refusing food
 - Paying/ responding to compliments
 - Asking for and giving advice
 - Extending good wishes
- B. Culture:
- Neighborhood stores
 - Typical meals in France
 - The Eurodollar

- Special occasions
- C. Vocabulary:
- Stores
 - Gift items
 - Shopping/gift giving
- D. Structures:
- The pronoun “en”
 - The partitive article with food
 - Indirect object “lui” and “leur”
5. Chapitre 5 *Quelle Journée!* 3 weeks
- A. Communication:
- Expressing concern for someone
 - Inquiring, expressing satisfaction/frustration
 - Sympathizing with/consoling someone
 - Giving reasons, making excuses
 - Congratulating/reprimanding someone
- B. Culture:
- French report cards/grades/school system
 - School life in francophone countries
 - Meals at school
- C. Vocabulary:
- Dealing with French schools
 - Congratulating/reprimanding/encouraging
 - Excuse making
- D. Structures:
- Passé composé with avoir
 - Passé composé with être -introduction
6. Chapitre 6 *A Nous les Chateaux!* 3 weeks
- A. Communication:
- Asking for opinions, expressing enthusiasm, indifference, dissatisfaction
 - Expressing disbelief and doubt
 - Asking for / giving information
- B. Culture:
- Types of Chateaux in France
 - Buses and trains in France
- C. Vocabulary:
- Disbelief/doubt
 - Être verbs in the past tense
- D. Structures:
- Passé composé with être
 - “C’était” phrase
 - “ouvrir” verb
7. Chapitre 4 *Sous les tropiques* 3 weeks
- A. Communication:

- Asking for information and describing a place
 - Asking for /making suggestions
 - Emphasizing likes and dislikes
 - Relating a series of events
- B. Culture:
- Martinique
 - Comparing francophone countries
 - Carnaval
- C. Vocabulary:
- Describing places
 - Likes/dislikes
 - Personal hygiene phrases
- D. Structures:
- Reflexive verbs
 - Ce qui/ ce que
 - Adverbs of frequency

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Differentiated Instruction via Process, Product, Content, Environment
2. Cooperative learning groups
3. Listening/reading activities
4. Discussion/summary
5. Small group activities
6. Process writing
7. Oral presentations
8. Research
9. Models
10. Notebooks/journals/portfolios
11. Audio visual presentations
12. Simulations/role plays
13. Technology assisted learning
14. Posters/charts, etc.
15. Problem solving
15. Journals
16. Interviews
17. Guided paragraph writing, short essays
18. Contextual structure, vocabulary activities

MATERIALS:

1. Allez viens II, Demado, John and D'Uffeu, Emmanuel, Holt, Rinehart and Winston, 1996
2. CD ROMs /audio tapes/ video tapes to accompany texts
3. Supplemental videos and slides
4. Computer software
5. Internet primary sources

6. Miscellaneous realia
7. Magazines
8. Supplemental materials – texts, maps, etc.
9. Teacher made materials

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Preassessment to determine differentiated instruction
2. Differentiated Instruction via Process, Product, Content, Environment
3. Reassessment as appropriate
4. Technology-enhanced instruction
5. Peer tutoring
6. Academic tutorial
7. IST, resource room
8. Guest speakers
9. Field trips
10. Interdisciplinary units
11. Reinforcement of study skills: test taking, study, note taking, organizational skills
12. Independent reading
13. World Language Clubs and special events

PORTFOLIO DEVELOPMENT:

Examples of selected performances and products will be maintained in individual student portfolios throughout the year. Portfolios will serve as a vehicle for self-assessment and teacher assessment. Portfolio contents will include samples of student writing, performance assessment, and traditional vocabulary and unit tests. Audio and / or videotapes of student performances are maintained.

METHODS OF EVALUATION:

1. Performance assessments – projects, presentations, charts, maps, posters, etc.
2. Oral proficiency interviews and simulations
3. Quizzes
4. Tests
5. Notebooks
6. Journal entries
7. Classwork
8. Participation
9. Homework

INTEGRATED ACTIVITIES:

(Building, refining, and expanding Level II skills in oral and written forms.)

1. Concepts
 - Word order and expanded sentence structure
 - Verb conjugations/multiple tenses
 - Vocabulary
 - Pronunciation and intonation

- Culture of the target language
 - Study skills
2. Communication (spoken or written form)
 - Refining pronunciation and intonation
 - Use of thematic vocabulary
 - Dialogues or monologues
 - Extended questions and answers
 - Discussion
 3. Thinking/Problem Solving
 - Formation of questions and extended responses
 - Use of appropriate sentence structure according to the situation (questions/statements/negatives)
 - Interpretation and analysis of written and oral language.
 - Deductive reasoning
 4. Application of Knowledge
 - Use of newly acquired skills and information in creating oral and written performance assessments and products.
 - Use of information to understand realia
 - Use of grammatical structures to communicate with increased accuracy.
 5. Interpersonal skills
 - Sensitivity to cultural differences
 - Cooperative learning groups (paired/group activities)
 - Teamwork
 - Listening skills