

Modern Foreign Language Level III

Course Description

In Level III foreign language, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of the language, understanding oral and written messages in the foreign language, and making oral and written presentations in the foreign language. They communicate using more complex structures in the language on a variety of topics, moving from concrete to more abstract concepts. They comprehend the main ideas of the authentic materials that they read and hear and are able to identify significant details when the topics are familiar. The foreign language is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

Teachers are REQUIRED to use the assessment program that accompanies the textbooks as the MINIMUM baseline standard for evaluation of each chapter's objectives.

The computer test bank and alternate

assessments should not be used as the primary evaluation of student performance.

Chapter objective checklists for each unit taught will be required paperwork and kept in each teacher's evaluation notebook.

Evidence such as student work, integrate reports, and administrative observations may also be required at

the time of post observation interviews and summative evaluations.

	<i>National Standards for Foreign Language</i>
COMMUNICATION <i>Communicate in Languages Other Than English</i>	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.
CULTURES <i>Gain Knowledge and Understanding of Other Cultures</i>	Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
CONNECTIONS <i>Connect with Other Disciplines and Acquire Information</i>	Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language. Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
COMPARISONS <i>Develop Insight into the Nature of Language and Culture</i>	Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES <i>Participate in Multilingual Communities at Home & Around the World</i>	Standard 5.1: Students use the language both within and beyond the school setting. Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Vacations and Travel				
20 to 25 55-minute class periods M-F/ 11 to 15 90- minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Talk about summer and winter activities. Talk about vacation time. Talk about different modes of travel.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read about the travel habits of French people and answer comprehension questions. Read about the weather in France and Tunisia. Listen to and understand information describing travel habits and weather.</p>	<p>1.3 Presentational</p> <p>Present information, tell about Tell about a vacation. Present a weather report. Talk about possibilities for the future.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Discuss the differences in travel habits between the French and the Americans. Investigate the different tourist destinations in Francophone countries.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss and investigate the life of Antoine de St.-Exupéry.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with art and social studies class.</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information about Francophone people.</p>	<p>4.1 Language Compare the use of past tenses in French and English. Compare the frequent use of the subjunctive in French to the uses in English.</p> <p>4.2 Culture Compare the amount of vacation time for the average French person to that of the average American.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Passé composé with avoir and être, present subjunctive of regular and irregular verbs, the use of the subjunctive after expressions of necessity and possibility.</p>		<p>Summer activities, winter activities, camping, taking vacations, travel by car, train and airplane, weather.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Youth and Being Young				
20 to 25 55-minute class periods M-F/ 11 to 15 90- minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Talk about leisure time activities. Talk about shopping at a mall. Talk about gender stereotypes.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read and answer questions about the leisure time activities of young French people. Read about the language of young French people. Listen to and understand information about leisure time activities, shopping, and French slang terms.</p>	<p>1.3 Presentational</p> <p>Present information, tell about Talk about spending habits. Talk about effective advertising.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Discuss expensive fashion and fashion trends. Discuss the importance of clothes and physical appearance. Discuss equal employment opportunities for men and women.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss and investigate a French designer.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with art and social studies class.</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information about Francophone people.</p>	<p>4.1 Language Compare question formation in French and English. Compare the use of tenses for narrating in the past in French and English. Compare making sentences negative in French and English.</p> <p>4.2 Culture Compare the leisure time activities of the young French and the Americans. Compare the language of the young French to that of young Americans.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
Formal and informal questions. Negative sentences. The imperfect. Expressing wishes, preferences, and demands. The subjunctive versus the infinitive. Irregular forms in the subjunctive.		Everyday life of young people. Shopping.	Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

Leisure Time				
20 to 25 55-minute class periods M-F/ 11 to 15 90- minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Talk about leisure time activities. Talk about advantages and disadvantages of leisure time.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read about and answer questions about leisure time activities in France. Read about a famous singing group, and ways to travel while learning skills. Listen to and understand information concerning leisure time.</p>	<p>1.3 Presentational</p> <p>Present information, tell about, tell Present information about American leisure activities. Tell about a wonderful evening out and an evening that turned out to be awful.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Discuss the differences in leisure activities between the French and the Americans. Research the Peace Corps and what you would like to do for them.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss and investigate the tradition of French song.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with art and social studies class.</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information about Francophone people.</p>	<p>4.1 Language Compare forms and uses of past tenses in French and English Compare the uses of comparative and superlative adjectives in French and English. Compare the use of the subjunctive in French and English.</p> <p>4.2 Culture Compare useful and inexpensive pastimes in French-speaking countries to the opportunities in America.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Passé composé vs. imperfect. Comparative and superlative adjectives. The use of the subjunctive after expressions of emotion, uncertainty or uniqueness. The past subjunctive.</p>		<p>Leisure activities in French-speaking countries. Cultural events in France. Music.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Roots and Ethnicity				
20 to 25 55-minute class periods M-F/ 11 to 15 90- minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Talk about ethnic populations where we live. Talk about the importance of the French language in the world.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch Read about the culture and customs of the North and West African countries. Read about the problems facing the Touaregs. Listen to and understand information about the African culture.</p>	<p>1.3 Presentational</p> <p>Present information, tell about Tell about West Africa. Talk about what to do on a visit to a country in the Maghreb. Talk about what to do while visiting in an unknown culture. Talk about the surprising aspects of the life of a Touareg.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research Research and talk about one’s heritage. Discuss the use of French around the world.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research Discuss and investigate the importance of Léopold Senghor</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with art and social studies class.</p> <p>3.2 Target Culture</p> <p>Acquire, research Acquire information about Francophone people.</p>	<p>4.1 Language Compare the use of past tenses in French and English. Compare the use of prepositions with geographical names in French and English. Compare the uses of the future tense and the conditional in French and English. Compare the use of verb tense when expressing starting point in time and duration of time in French and English.</p> <p>4.2 Culture Compare Ramadan to another holiday.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>The imperfect vs. the passé composé. Prepositions with geographical names. The pronoun “y”. The future tense. The conditional. The subjunctive after expressions of doubt. The present and imperfect with “depuis”.</p>		<p>Dealing with topics in North and West Africa.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>

Current Events and the Media				
20 to 25 55-minute class periods M-F/ 11 to 15 90- minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal Talk about crime where we live. Talk about what we do for others.</p> <p>1.2 Interpretive Read, listen, watch Read about the French media and answer questions. Read newspaper articles and answer questions. Listen to and understand information dealing with the French media.</p>	<p>1.3 Presentational Present information, tell about, tell Present information about local newspapers. Give a news report for a crime. Tell about a fire. Give a description of a thief or pickpocket.</p>	<p>2.1 Practices and Perspectives Discuss, investigate, research Discuss traffic accidents and fatalities in the U.S. and compare them with those in France.</p> <p>2.2 Products and Perspectives Discuss, investigate, research Discuss and investigate the life of Victor Hugo.</p>	<p>3.1 Cross-Curricular Connect French class with art and social studies class.</p> <p>3.2 Target Culture Acquire, research Acquire information about Francophone people.</p>	<p>4.1 Language Compare the uses of direct and indirect object pronouns in French and English. Compare the use of the subjunctive in French and English.</p> <p>4.2 Culture Compare French newspapers to American newspapers.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School Use, utilize, find, search out Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
Direct and indirect object pronouns. Double object pronouns. The subjunctive after certain conjunctions. Direct and indirect object pronouns. Double object pronouns. The subjunctive after certain conjunctions.		Dealing with the French media, police, firefighters, social problems and petty crimes.	Textbook Assessment program as minimum standard evaluation. Teacher generated items for review, recycling and remediating.	Chapter or nine week projects and performance assessments.

Milestones and Life Events				
20 to 25 55-minute class periods M-F/ 11 to 15 90- minute class periods AB block				
<u>Communication</u>		<u>Culture</u>	<u>Connections</u>	<u>Comparisons</u>
<p>1.1 Interpersonal</p> <p>Talk about weddings, funerals and other family traditions.</p> <p>1.2 Interpretive</p> <p>Read, listen, watch</p> <p>Read about and answer questions about important life occasions and how they are celebrated in France. Read the social and obituary pages of a French newspaper. Listen to and understand information about French customs.</p>	<p>1.3 Presentational</p> <p>Present information, tell about</p> <p>Present information about traditional weddings and funerals. Tell about the ideal spouse.</p>	<p>2.1 Practices and Perspectives</p> <p>Discuss, investigate, research</p> <p>Discuss the differences of a typical French wedding ceremony and an American ceremony. Investigate the opportunities for senior citizen activities in the U.S.</p> <p>2.2 Products and Perspectives</p> <p>Discuss, investigate, research</p> <p>Discuss and investigate the lives of the poet Pierre de Ronsard.</p>	<p>3.1 Cross-Curricular</p> <p>Connect French class with art and social studies class.</p> <p>3.2 Target Culture</p> <p>Acquire, research</p> <p>Acquire information about Francophone people.</p>	<p>4.1 Language</p> <p>Compare the different ways of expressing <i>some</i> and <i>any</i> in French and English.</p> <p>Compare the use of relative pronouns in French and English.</p> <p>Compare the uses of the pluperfect and past conditional in French and English.</p> <p>4.2 Culture</p> <p>Compare the celebrations in France to the traditions in the U.S.</p>
				<u>Communities</u>
				<p>5.1 Beyond the School</p> <p>Use, utilize, find, search out</p> <p>Use the acquired language through blogs, e-mails, telephone conversations, finding articles about Francophone places and finding items labeled in French.</p>
<u>Essential Structures</u>		<u>Vocabulary Strands</u>	<u>Discrete Skills Assessments</u>	<u>Integrated Skills Assessments</u>
<p>Partitive articles. The pronoun “en”. Relative pronouns qui, que, and dont. The plus-que-parfait. The past conditional</p>		<p>Dealing with French customs.</p>	<p>Textbook Assessment program as minimum standard evaluation.</p> <p>Teacher generated items for review, recycling and remediating.</p>	<p>Chapter or nine week projects and performance assessments.</p>