

# Blackhawk School District

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## CURRICULUM

Course Title:	French III
Course Number:	0613
Grade Level(s):	10 <sup>th</sup> – 12 <sup>th</sup>
Periods Per Week:	5
Length of Course:	Year
Credits:	1 credit
Faculty Author(s):	Carolyn Giles
Date:	December 2009; Revised Mar '10

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### MISSION:

**A foreign language is an exciting and valuable tool that helps students communicate effectively with and develop a respect for other cultures. Through reading, speaking, listening, and writing, students gain a broadened perspective of the world as well as a better understanding of their own language. As they develop these skills, students are empowered to compete and succeed in a global society.**

### COURSE DESCRIPTION:

The third year of French will encompass a review of previously taught grammar and a thorough study of advanced grammar concepts. Both speaking and comprehension skills are emphasized through the use of numerous communicative activities using audio and video cassettes. Teacher-student and student-student conversations will be based on everyday situations. The third year of a language is recommended to all students as an asset in today's global economy.

TEXT: French III - Bien Dit! Level 3 (Holt)

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
<p><b>Unit I – Retour de vacances (15 days)</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>-back-to-school activities</li> <li>-after-school activities</li> <li>-what you did last summer (activities, things, places)</li> </ul> <p>Functions</p> <ul style="list-style-type: none"> <li>-express likes, dislikes, preferences</li> <li>-ask about plans</li> <li>-tell when and how often you did something</li> <li>-describe a place in the past</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>-irregular/ regular verbs in present tense</li> <li>-verbs followed by the infinitive</li> <li>-passé composé/ imparfait/ reflexive verbs in past tense</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>-the baccalaureate</li> <li>-professional studies</li> <li>-summer vacation for French teenagers</li> <li>-ART: Georges Seurat</li> </ul> <p><b>Unit II – Le travail (15 days)</b></p>	<p>12.1.A (Stage 1) Know the basic sound system and spelling pattern of the target language</p> <p>12.1.A (Stage 2) Refine knowledge of the sound system and spelling patterns of the target language.</p> <p>12.1.A (Stage 3) Know details of the sound system and spelling patterns of the target language.</p> <p>12.1.A (Stage 4) Know and compare distinct regional accents of the sound system of the target language.</p> <p>12.1.B (Stage 1) Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>12.1.B (Stage 2) Know expanded vocabulary forms and structures used in basic speaking and writing.</p> <p>12.1.B (Stage 3) Know advanced vocabulary and idiomatic expressions used in basic speaking and writing.</p> <p>12.1.B (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections.</p> <p>12.1.C (Stage 1) Recognize common vocabulary terms through listening and reading.</p> <p>12.1.C (Stage 2) Recognize expanded vocabulary terms through listening and reading.</p> <p>12.1.C (Stage 4) Recognize enhanced vocabulary used in complex listening and reading selections.</p> <p>12.1.D (Stage 1) Know simple sentence and question structures in order to communicate.</p> <p>12.1.D (Stage 2) Know simple sentence and question structures in order to communicate about memorable and upcoming events.</p> <p>12.1.D (Stage 3) Know simple, compound and complex sentence and question structures in order to communicate and comprehend.</p> <p>12.1.D (Stage 4) Know and analyze simple, compound</p>	

<p>Vocabulary</p> <ul style="list-style-type: none"> <li>-professions and services</li> <li>-telephone and formal letter vocabulary</li> </ul> <p>Functions</p> <ul style="list-style-type: none"> <li>-ask about future plans</li> <li>-make polite requests</li> <li>-make a phone call</li> <li>-write a formal letter</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>-future</li> <li>-feminine forms of nouns</li> <li>-the verb “conduire”</li> <li>-future perfect</li> <li>-present participle</li> <li>-conditional to express politeness</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>-three parts of French economy</li> <li>-the French work year</li> <li>-curriculum vitae</li> <li>-finding a job in France</li> <li>-unions and strikes in France</li> <li>-ART: Fernand Léger</li> </ul>	<p>and complex sentence structures in order to communicate and comprehend current, past, and upcoming events.</p> <p>12.1.E (Stage 1) Identify words from the target language that are commonly used in English.</p> <p>12.1.E (Stage 2) Identify words in English that have origins in the target language.</p> <p>12.1.E (Stage 3) Analyze and compare the origins and meanings of common target language words used frequently in the English language.</p> <p>12.1.E (Stage 4) Describe the influence of historical events in the target culture / language that have an impact on the English language and culture.</p>	
<p><b>Unit III – Il était une fois... (15- 20 days)</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>-legends, fairy tales, and fables</li> <li>-historical accounts from Africa</li> </ul> <p>Functions</p> <ul style="list-style-type: none"> <li>-set the scene for a story</li> <li>-continue and end a story</li> <li>-relate a sequence of events</li> <li>-tell what happened to someone else</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>-identifying the passé simple</li> <li>-relative pronouns with “ce”</li> <li>-adjective placement and meaning</li> <li>-the past perfect</li> <li>-sequence of tenses</li> <li>-past infinitive</li> </ul> <p>Culture</p>	<p>12.1.1.A (Stage 1) Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>12.1.1.A (Stage 2) Speak and model phrases and sentences with accepted pronunciation, rhythm and intonation with survival proficiency.</p> <p>12.1.1.A (Stage 3) Speak and model phrases and sentences with refined pronunciation, rhythm, and intonation with accuracy and cultural understanding.</p> <p>12.1.1.A (Stage 4) Listen to, model, interpret and discuss distinct regional accents as heard in conversation by native speakers.</p> <p>12.1.1.B (Stage 1) Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family. (I.e. Greetings, farewells, and courtesy expressions; Formal and informal forms of address; Numbers and dates; Daily life skills; Basic question words; Classroom commands)</p> <p>12.1.1.B (Stage 2) Speak and write expanded vocabulary, phrases and structures in dialogs of short essays. (I.e. Nationalities; Occupations; Age Groups' Food and beverages; Sports and leisure; School; Anatomy)</p> <p>12.1.1.B (Stage 3) Speak and write advanced vocabulary</p>	

<p>-oral tradition -cave art painting</p> <p><b>Unit IV –L’amour et les amis (15-20 days)</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>-reciprocal actions and emotions</li> <li>-life events and emotions</li> </ul> <p>Functions</p> <ul style="list-style-type: none"> <li>-say what happened</li> <li>-ask for and give advice</li> <li>-share good and bad news</li> <li>-renew old acquaintances</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>-reciprocal verbs</li> <li>-past conditional</li> <li>-the verbs “manquer” and “plaître”</li> <li>-subjunctive (with necessity, desire, and emotions)</li> <li>-disjunctive (stress) pronouns</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>-hospitality in Africa</li> <li>-weddings in North Africa</li> <li>-family politics</li> <li>-ART: Rousseau</li> </ul> <p><b>Unit V – La nature (15 days)</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>-nature and animals</li> <li>-exploration (hiking, rafting, extreme outdoor sports)</li> </ul> <p>Functions</p> <ul style="list-style-type: none"> <li>-express astonishment and fear</li> <li>-forbid and give warning</li> <li>-give general directions</li> <li>-complain and offer encouragement</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>-subjunctive with expressions of fear</li> <li>-imperative</li> <li>-verbs “voir” and “regarder”</li> <li>-“apporter” “emmener” “amener” “emporter”</li> <li>-verbs followed by à/de and the infinitive</li> <li>-verbs with idioms</li> </ul>	<p>and idiomatic expressions used by native speaking students of the target language. (Medical terms; Money exchange; Purchases; Use of transportation and communications; Lodging arrangements)</p> <p>12.1.1.B (Stage 4) Speak and write enhanced vocabulary and idiomatic expressions for complex oral and written communication. (Social customs in the target language; Personal relationships; Current and past events; Poems, dramas and stories)</p> <p>12.1.1.C (Stage 1) Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs. (I.e. Time expressions; Weather expressions; Colors; Likes and dislikes)</p> <p>12.1.1.C (Stage 2) Comprehend simple spoken conversations and written sentences using an expanded vocabulary in dialogs and short essays (I.e. Question formation, Daily Schedules and school schedules; Personal information exchange; Directions and commands)</p> <p>12.1.1.C (Stage 3) Comprehend spoken and written sentences and paragraphs using an advanced vocabulary terms from textbooks, newspapers, student readers, and magazines. (I.e. Public figures; Historical figures; Major news events)</p> <p>12.1.1.C (Stage 4) Comprehend complex spoken and written sentences and paragraphs using enhanced vocabulary terms from selected textbooks, student readers and short stories (I.e. Politics, problem solving; Environment; Art and literature; History)</p> <p>12.1.1.D (Stage 1) Use simple sentence and question structures in speaking and writing. (I.e. memorized words; phrases; expressions, facts about family)</p> <p>12.1.1.D (Stage 2) Use simple sentence and question structures to communicate about daily activities, social amenities and personal information.(I.e. new sentences using previously learned material; original questions; spontaneous responses to questions; face-to-face</p>	
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<p>Culture</p> <ul style="list-style-type: none"> <li>-parks in Louisiana</li> <li>-French and Cajun influence</li> <li>-Canadian sports</li> <li>-ART: Jean-Jacques Audubon</li> </ul> <p><b>Unit VI – La Presse (15 days)</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>-Francophone newspapers and magazines</li> <li>-the news</li> </ul> <p>Functions</p> <ul style="list-style-type: none"> <li>-express certainty and possibility</li> <li>-express doubt and disbelief</li> <li>-break news</li> <li>-ask about information</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>-subjunctive with doubt and uncertainty</li> <li>-verbs “croire” and “paraître”</li> <li>-quelque part, quelqu’un, quelque chose, quelquefois</li> <li>-object pronouns</li> <li>-qui est-ce qui, qui est-ce que</li> <li>-more negative expressions</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>-Francophone press in the US</li> <li>-becoming a journalist in Quebec</li> <li>-blogs</li> <li>-ART: Toulouse-Lautrec</li> </ul> <p><b>Unit VII – La Planète (15 days)</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>-natural phenomena</li> <li>-environmental issues and solutions</li> </ul> <p>Functions</p> <ul style="list-style-type: none"> <li>-caution</li> <li>-tell why something happened</li> <li>-make predictions and express assumptions</li> <li>-express and support an opinion</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>-comparative and superlative</li> <li>-passive voice</li> </ul>	<p>conversations)</p> <p>12.1.1.D (Stage 3) Develop and use simple, compound, sentence and question structures to communicate and comprehend.(I.e. face-to-face initiated conversations; simple survival tasks; a simple letter; main ideas of culturally authentic materials; compositions)</p> <p>12.1.1.D (Stage 4) Discuss how speakers and writers use various sentence structures to convey meanings. (Sentences combined into paragraphs; comparative expressions; past and future events; hypothetical statements; complicated survival statements; main ideas and details of live and recorded discussions; lectures and multimedia about current and past events; spoken or written summaries)</p> <p>12.3.A (Stage 1) Identify fundamental products and customs of the target culture.</p> <p>12.3.A (Stage 2) Describe the products and customs of the target culture.</p> <p>12.3.A (Stage 3) Explain a variety of services, products, and customs of the target culture.</p> <p>12.3.A (Stage 4) Analyze unfamiliar products, customs, and institutions of the target culture.</p> <p>12.3.B (Stage 1) Know typical expressions and gestures for basic social interactions in the target culture.</p> <p>12.3.B (Stage 2) Explain cultural patterns of daily social interaction.</p> <p>12.3.B (Stage 3) Assess cultural patterns in a variety of social settings.</p> <p>12.3.B (Stage 4) Analyze the misconceptions that occur in cross-cultural situations.</p> <p>12.3.C (Stage 1) Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p> <p>12.3.C (Stage 2) Explain similarities and differences of daily activities between cultures.</p> <p>12.3.C (Stage 3) Compare and contrast the similarities and differences in social institution between cultures.</p>	
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<p>-prepositions -quand, lorsque, dès que -subjunctive after a conjunction -the verb “éteindre”</p> <p>Culture</p> <p>-climate -pollution -solutions for the environment -ART: Claude Monet</p> <p><b>Unit VIII – La société (15 days)</b></p> <p>Vocabulary</p> <p>-political campaign -government -government services</p> <p>Functions</p> <p>-express a point of view -speculate about what happened -ask for assistance -get information and explain</p> <p>Grammar</p> <p>-contractions with lequel (auquel and duquel) -the past subjunctive -adverbs -the conditional -the verb vaincre -chacun/chacune</p> <p>Culture</p> <p>-traveling in the EU -Belgium’s three cultures -Le français et les organizations internationales -ART: Henri Rousseau</p> <p><b>Unit IX – L’art en fête (15 days)</b></p> <p>Vocabulary</p> <p>-types of fine arts -music and other performing arts</p>	<p>12.3.C (Stage 4) Analyze perspectives, beliefs and assumptions evident in the target culture and other cultures.</p> <p>12.3.1.A (Stage 1) Discuss the fundamental products and customs of the target culture in the target language (Flags; Landmarks; Names; Culture-specific foods and crafts)</p> <p>12.3.1.A (Stage 2) Discuss the products and customs of the target culture in simple sentences in the target language. (Holidays; Famous people and their contributions; Menus and schedule)</p> <p>12.3.1.A (Stage 3) Speak and write about cultural aspects of services, products and customs in the target language. (Cultural reenactments; Commerce and tourism; Popular Culture)</p> <p>12.3.1.A (Stage 4) Speak, write, and read about unfamiliar products, customs, and institutions of the target culture. (I.e. system of government; economic development; educational system; environmental concerns)</p> <p>12.3.1.B (Stage 1) Use culturally appropriate memorized expressions and gestures for basic social interactions. (I.e. greetings and leave-takings; Familiar and polite forms of address, common courtesies)</p> <p>12.3.1.B (Stage 2) Write and perform simple role-plays reflecting daily life in a culturally competent manner. (Making purchases and placing orders; Table manners and eating customs; Telephone and letter etiquette; School classes and activities)</p> <p>12.3.1.B (Stage 3) Generate spontaneous oral and written role-plays and interviews in a culturally competent manner. (I.e. expressions of emotion; Conversations with speakers of the target culture; Negotiating everyday business routines)</p> <p>12.3.1.C (Stage 1) Model life skills and social interactions in the target language culture and in one's own culture (I.e. concepts of time and punctuality; daily</p>	
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<p>Functions</p> <ul style="list-style-type: none"> <li>-ask for and give opinions</li> <li>-introduce and change a topic of conversation</li> <li>-make suggestions and recommendations</li> <li>-give an impression</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>-the inversion</li> <li>-present participles</li> <li>-SI and OUI</li> <li>-the comparative and superlative</li> <li>-demonstrative pronouns</li> <li>-Savoir and Connaître</li> </ul> <p>Culture</p> <ul style="list-style-type: none"> <li>-Tahitian crafts</li> <li>-museums in France</li> <li>-French music of the Antilles</li> <li>-Tahitian song and dance</li> <li>-ART: Marc Chagall</li> </ul> <p><b>Unit X – Bon Voyage! (15 days)</b></p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>-at the airport</li> <li>-traveling by car</li> </ul> <p>Functions</p>	<p>and peer relationships; daily routine; knowledge of stereotypes; cultural sensitivity)</p> <p>12.3.1.C (Stage 2) Write about and dramatize cultural similarities and differences in daily activities in the target langue. (i.e. youth, school and leisure culture; concept of personal space and distance; relationships with adults and authority figures; work ethic).</p> <p>12.3.1.C (Stage 3) Read, interpret, discuss and write about cultural similarities and differences in specific social interactions in two cultures. (i.e. educational process; personal healthcare and survival; family).</p> <p>12.3.1.C (Stage 4) Read, discuss, write and make a presentation about a culture's traditions, customs and lifestyles that represent its perspectives, beliefs and assumptions. (I.e. Peer and family relationships; Gender issues in the family and workplace; Institutional infrastructures)</p> <p>12.3.1.D (Stage 1) List and relate content subject words used in English that have origins in the target language (I.e. metric, geometry, lento, a capello, allegro, tango, soccer, Olympics, Fahrenheit, Celsius)</p> <p>12.3.1.D (Stage 2) Read and comprehend simple sentences from the target language/culture in other school content areas. (I.e. recipe instruction and cooking terms, map reading, monetary systems and conversions)</p> <p>12.5.A (Stage 1) Know where in the local and regional community the target language and culture are useful.</p> <p>12.5.A (Stage 2) Identify local resources for gathering information for practical purposes and for personal enjoyment.</p> <p>12.5.A (Stage 3) Identify employment areas in the local community where the target language is used and how and why the target language is necessary.</p> <p>12.5.B (Stage 1) Know where in the national community the target language and culture are experienced.</p> <p>12.5.B (Stage 2) Identify national resources for gathering information for practical purposes and personal</p>	
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<p>-ask for and give information and clarifications          -remind and reassure          -ask for and give help          -ask for directions</p> <p>Grammar</p> <p>-prepositions with places          -the subjunctive          -the future          -the past perfect          -the causative “faire”</p> <p>Culture</p> <p>-DROM          -traveling by car in France          -French driver’s license          -ART: Henri Matisse</p>	<p>enjoyment.</p> <p>12.5.B (Stage 3) Know national employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.B (Stage 4) Assess available opportunities at the national level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>12.5.C (Stage 1) Know where the target language is spoken in the global community.</p> <p>12.5.C (Stage 2) Identify global resources for gathering information for practical purposes and personal enjoyment.</p> <p>12.5.C (Stage 3) Know global employment opportunities where the target language is used and how and why the target language is necessary.</p> <p>12.5.C (Stage 4) Assess available opportunities at the global level to continue involvement with the target culture for lifelong learning and personal enjoyment.</p> <p>12.5.D (Stage 1) Know simple comparisons and connections that can be made between the target language and English in the local, national, and global communities.</p> <p>12.5.1.B (Stage 1) Respond to simple questions and interpret simple messages on a national level (i.e. newspapers and magazines, audio and video tapes, key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.B (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the national community (i.e. career exploration, ethnic celebrations, entertainment - movies, plays, concerts, museums)</p> <p>12.5.1.B (Stage 3) Name national employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.C (Stage 1) Introduce one's self, respond to simple questions and interpret simple messages on a global level. (i.e. newspapers and magazines, audio and video</p>	
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	<p>tapes, key pals, pen pals, Internet, Radio, TV)</p> <p>12.5.1.C (Stage 2) Use target language skills to communicate interactively for practical purposes and for personal enjoyment in the global community (i.e. career exploration, ethnic celebrations, entertainment -movies, plays, concerts, museums)</p> <p>12.5.1.C (Stage 3) Name global employment areas in which world language skills may be used (occupation and profession names; career and personal options).</p> <p>12.5.1.D (Stage 1) Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local,, national and global communities. (schools and families, offices and airports, hospitals and police stations, newspapers and magazines, libraries and bookstores, radio and TV, telephones and Internet)</p> <p>12.5.1.D (Stage 2) Use speaking, writing and reading to compare and connect the local, national and global resources in English speaking communities with the target language resources in those communities. (Bookstores, libraries, newspapers and magazines, radio and TV, Internet and website searches)</p> <p>12.5.1.D (Stage 3) Use speaking, writing and reading to compare and connect the local, national and global employment opportunities for these who speak English and those who speak English and the target language. (Newspapers, employment agencies, unemployment office, college placement offices)</p> <p>12.5.1.D (Stage 4) Use speaking, writing and reading to compare and connect available opportunities in the local, national and global English speaking communities with the target language opportunities to counties involvement for lifelong learning and personal enjoyment (movies and videos, drama and sports, museums and archives, Social Service agencies)</p>	
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