

# French III

**Standard 1: Communication**

*Students communicate in a World Language while demonstrating literacy in all four essential skills: Listening, speaking, reading, and writing*

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

*Rationale:* Students listen to and comprehend information spoken in a World Language.

In order to meet this standard a student:

- recognizes common expressions
- obtains meaning from diverse listening sources
- demonstrates comprehension through appropriate responses
- engages in a variety of listening situations

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

*Rationale:* The ability to speak other languages allows students to communicate with people from various cultures.

In order to meet this standard a student:

- applies pronunciation rules and intonation patterns
- uses vocabulary, grammatical forms, and structures of the selected language to convey meaning
- applies knowledge of cultural practices to spoken language
- expresses needs, tells stories, obtains and conveys information, explains concepts and procedures, and persuades
- interacts with speakers of the language in a variety of venues: personal business, debate panels, dramatic presentations

**MSBSD World Languages Content Standards**

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

*Rationale:* Reading in a World Language gives students access to information and expands their knowledge. This ability provides students with the opportunity to learn about cultures and the human experience.

In order to meet this standard a student:

- recognizes words, phrases, idiomatic expressions, and grammatical structures
- demonstrates comprehension of reading materials written for a variety of purposes
- uses and applies the information gained from reading
- responds to the cultural elements contained in reading materials of the language

**1.4 Writing** - Students write in a World Language for a variety of purposes and for diverse audiences.

*Rationale:* Writing allows students to express themselves, to communicate with others, and to document ideas in a World Language.

In order to meet this standard a student:

- writes for purposes such as relating personal
- writes for audiences such as peers, teachers, community members, and people from other countries
- plans, drafts, revises, proofreads, and edits written communications
- uses correct grammar, sentence structure, vocabulary, spelling, punctuation, and capitalization to convey meaning
- uses legible handwriting and/or word processing

**Standard 2: Culture**

*Students acquire and use knowledge of cultures while developing World Language skills.*

*Rationale:* Language learners are culture learners as well. Students need to develop an understanding of the cultures in which the language is spoken, and the ability to function in an appropriate manner.

In order to meet this standard a student:

- demonstrates knowledge of aspects of world cultures such as daily life, educating, history, geography, government, economics, and the arts
- applies knowledge of cultural practices when communicating in a World Language
- uses the World Language to access cultural information available only in that language

## Essential Learning Results Levels III (Intermediate)

## MSBSD World Languages Content Standards

**1.1 Listening** - Students listen to and derive meaning from a variety of World Language sources.

In order to meet this standard a Level III student:

- identifies the main idea from simple instructions or conversations, basic survival situations, and familiar topics
- obtains meaning from simple conversations
- identifies the main idea or specific information from a variety of sources

**1.3 Reading** - Students read and derive meaning from a variety of materials written in a World Language.

In order to meet this standard a Level III student:

- identifies and restates main ideas of reading selections based on familiar vocabulary
- infers meaning of unfamiliar words and phrases from context
- responds to reading selections
- analyzes cultural elements found in reading materials

**1.2 Speaking** - Students speak in a World Language for a variety of purposes and for a variety of audiences.

In order to meet this standard a Level III student:

- applies learned basic pronunciation and intonation patterns
- describes and narrates using learned vocabulary
- expresses and supports personal opinions
- maintains brief conversations on familiar topics
- asks and answers questions

**1.4 Writing** - Students write in a World Language for and for diverse audiences.

In order to meet this standard a Level III student:

- uses expanded vocabulary and grammatical structures in writing descriptions and narratives, and in expressing and supporting opinions
- writes to obtain and report information using expanded vocabulary and grammatical structures
- develops and organizes ideas by planning, drafting, proofreading, and editing their own work and that of others

## Standard 2: Culture

*Students acquire and use knowledge of cultures while developing World Language skills.*

In order to meet this standard a student:

- discusses and writes about components of the social patterns being studied
- uses culturally appropriate language and gestures to interact with peers and adults
- writes in a culturally appropriate manner in learned situations

**MSBSD World Languages Course Outline**

**French III**

**Course Description:**

French III reviews basic grammatical structures and continues the study of grammar, vocabulary, and culture. Students further develop skill in reading comprehension, speaking, and writing through short stories, poetry, articles, oral presentations, and written exercises. Students will read one unabridged work.

**Course Beliefs:**

We believe that our students must be prepared to face the challenges of an increasingly pluralistic society. Acquiring a World Language will equip them to participate in our global community and empower them to meet the challenges of the 21st century:

- **Lifelong Learning** - The skills required to acquire a World Language are basic to the learning process
- **Higher Achievement** - A higher level of skill is demanded of all workers in a global community
- **Economic Necessity** - In order to ensure our own future, we must be able to communicate with the rest of the world
- **Multicultural Perspective** - World Languages open doors not only to other languages, but also to other cultures, peoples, and lands

**Instructional Strategies:**

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and recognition
- Homework and Guided Practice
- Nonlinguistic Representations
- Graphic Organizers
- Cooperative Learning Groups
- Providing Feedback
- Generating and testing hypotheses
- Cues, questions, and advance organizers
- Formative & Summative Assessments

**Standards:**

1. Students communicate in a World Language while demonstrating literacy in all four essential skills:
  - 1.1 Listening: Students listen to and derive meaning from a variety of purposes and audiences
  - 1.2 Speaking: Students speak for a variety of purposes and audiences
  - 1.3 Reading: Students read and derive meaning from a variety of written materials
  - 1.4 Writing: Students write for a variety of purposes and for diverse audiences
2. Students acquire and use knowledge of other cultures while developing World Language skills

**Adjectives:**

- comparative
- superlative

**Idiomatic Expressions**

**Prepositions**

**Pronouns:**

- direct object

**Sentence Structure:**

- negatives
- interrogatives
- *si* and *quand* clauses

**Articles:**

- partitive

**Culture:**

Students know and are able to:

- discuss and write about components of the social patterns being studied
- use culturally appropriate language and gestures to interact with peers and adults
- Write in a culturally appropriate manner in learned situations

**Pronunciation:**

- sound discrimination

**Key Concepts & Structures**

**Plus Expansion of Level II and I Key Concepts**

**Verbs:**

- \* indicative mood
- present perfect (*passé composé*)
- imperfect (*imparfait*)
- future (*future simple*)
- literary present perfect (*passé simple*)
- \* present conditional mood
- \* present subjunctive mood
- \* imperative mood
- \* past participle mood
- agreement of past participles

**Student self-assessment:**

Based on the **Standards, Topics** and **Key Concepts** listed here, students should ask themselves

- 1.1 *Listening*: Can I understand French when I hear it?
- 1.2 *Speaking*: Can I speak French with a variety of people?
- 1.3 *Reading*: Can I read a variety of materials in French?
- 1.4 *Writing*: Can I write French for different purposes?
- 2 Can I share my knowledge of French-speaking cultures?

**Level I Topics:**

1. Alphabet
2. Classroom Objects
3. Clothing
4. Colors
5. Daily Activities, Jobs
6. Days, Months, Dates, & Time
7. Family
8. Foods & Beverages
9. Greetings, Farewells, & Personal Information
10. Numbers
11. Places & Locations
12. Seasons & Weather

**Level II Topics:**

1. Body Parts, Health and Fitness
2. Daily Routines, Clothes, House
3. Description of People, Personalities, Nationalities, & Jobs
4. Dining Out
5. Directions
6. Leisure Time, Sports
7. School Schedule
8. Sports
9. Travel & Transportation

**Level III Topics:**

1. Arts & Entertainment
2. Ecology, weather
3. French-speaking World
4. Literature
5. Media & Technology
6. Plus Expansion of Levels II and I Topics

**Arts & Entertainment:**

- \* Fashion
- \* Media
- \* Music
- *Connecting Topics:* Literature; Media, & Technology
- *Culture:* Famous people and trends in Art and Entertainment the French-speaking world

**Human Rights:**

- \* Directions to a place
- \* Directions on how to do something
- \* Metric and English system vocabularies
- \* Numbers 101-1000
- *Connecting Topics:* Daily Routines; Leisure Time; Shopping; Travel & Transportation
- *Culture:* Metric system for travel and cooking; transportation alternatives

**Media and Technology:**

- \* Traditional print media, e.g. magazines and newspapers
- \* Traditional audio and visual media, e.g. cinema, television, radio
- \* Contemporary electronic media, e.g. computers, Internet, podcasts
- *Connecting Topics:* Arts & Entertainment; French-Speaking World; House & Home; Vacations; Weather
- *Culture:* Media access to world events

**Ecology:**

- \* The animal, mineral and human worlds
- \* The environment
- *Connecting Topics:* Body Parts, Health & Fitness; Description of People, Personalities & Nationalities; Directions; Leisure Time; School Schedule; Shopping; Sports
- *Culture:* Similarities and differences

**French III**

**Learning Experiences & Performance Indicators**

Using the four skills of **listening, speaking, reading, and writing**, students will be able to understand and communicate their knowledge of these topics in the appropriate context of the **culture**

**Leisure Activities:**

- \* Tourism and Travel
- \* Cinema and Television
- *Connecting Topics:* ?
- *Culture:* ?

**Social Relationships:**

- \* Love and friendships
- \* Life in the city
- \* Values of French teenagers
- \* The world of work
- *Connecting Topics:* French-Speaking World
- *Culture:* Impact of France

**Sciences and Technology:**

- \*
- \*
- *Connecting Topics:* ?
- *Culture:* ?

**French-Speaking World:**

- \* Geography
- \* History
- \* Introduction to political and social terminology
- \* Current events and social issues
- \* Reading/listening/analyzing/discussing a variety of articles in the media
- *Connecting Topics:* All Topics
- *Culture:* Similarities and differences in global perspectives

**Literature:**

- \* Introduction to literary terminology
- \* Reading/analyzing/discussing various genres of literature
- \* Abridged and unabridged selections
- *Connecting Topics:* Arts & Entertainment; French-Speaking World
- *Culture:* Authors, traditions

**Plus Expansion of Levels II and I Topics and Key Concepts**

### French III Performance Indicators

Topic	Communication	Culture
Arts and	<ul style="list-style-type: none"> <li>Views, interprets, discusses, and critiques fashion, media (including film, art, theater, television broadcasts, radio) and music</li> </ul>	<ul style="list-style-type: none"> <li>Identifies famous personalities and trends in Arts and entertainment in the French-speaking world</li> </ul>
Ecology	<ul style="list-style-type: none"> <li>Exchanges, interprets, and presents information about the animal, mineral, and human worlds</li> <li>Exchanges, interprets, and presents information and opinions about the importance of the environment and the impact of personal ecological routines</li> </ul>	<ul style="list-style-type: none"> <li>Describes environmental practices in a French-speaking country</li> <li>Describes human and animals concerns in a French-speaking country</li> </ul>
European Union	<ul style="list-style-type: none"> <li>Analyzes the origins of the European Union and its members</li> <li>Explains the governance of France including the role of Parliament</li> </ul>	<ul style="list-style-type: none"> <li>Analyzes the social, political, and economic impact of government on French culture</li> </ul>
French-Speaking World	<ul style="list-style-type: none"> <li>Describes the geography of French-speaking countries</li> <li>Analyzes the history of France</li> <li>Exchanges, interprets, and presents information using political and social terminology</li> <li>Reads, listens, analyzes, and discusses social and political issues using a variety of articles from French-language media sources including magazines, literature, film, and the internet</li> </ul>	<ul style="list-style-type: none"> <li>Examines similarities and differences in global perspectives</li> </ul>
Literature	<ul style="list-style-type: none"> <li>Describes interpret, and presents information using literary terminology</li> <li>Reads, analyzes, and discusses various genres of literature</li> <li>Reads, analyzes, discusses, and critically analyzes a variety of literary selections from abridged and unabridged selections</li> </ul>	<ul style="list-style-type: none"> <li>Identifies famous authors and traditions</li> </ul>

**French III**  
**Performance Indicators (continued)**

<b>Topic</b>	<b>Communication</b>	<b>Culture</b>
Leisure Activities	<ul style="list-style-type: none"> <li>• Creates an itinerary and makes reservations for future travel experience</li> </ul>	<ul style="list-style-type: none"> <li>• Describes travel and lodging practices in a French-speaking country</li> <li>• Describes seasonal vacation times and destinations</li> <li>• Exchanges, interprets, and presents information using extreme weather expressions</li> </ul>
Media and Technology	<ul style="list-style-type: none"> <li>• Views, reads, listens, discusses, and critiques traditional print media including magazines, and newspapers</li> <li>• Views, reads, listens, discusses, and critiques traditional audio and visual media including cinema, television, and radio</li> <li>• Views, reads, listens, discusses, and critiques from contemporary electronic media including computers, internet, and podcasts</li> </ul>	<ul style="list-style-type: none"> <li>• Compares and contrasts cultural practices in media access to world events</li> </ul>
Weather	<ul style="list-style-type: none"> <li>• Exchanges, interprets, and presents information using extreme weather expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Describes similarities and differences in weather expressions</li> </ul>