

## FRENCH III CURRICULUM UNIT #4

### North Smithfield and Burrillville School Departments

**TITLE OF UNIT #4:** Les faits divers et la presse      **COURSE:** French III  
**DATE PRESENTED:** \_\_\_\_\_      **DATE DUE:** \_\_\_\_\_      **LENGTH OF TIME:** several weeks, quarter, semester

#### OVERVIEW OF UNIT:

This unit continues with its integration of the National Standards of Foreign Language Learning of communication, cultures, connections, comparisons, and community with the ELA Common Core Standards. This unit focuses on the press and media in France, social problems, rites of passage, and food. Students will find recent happening in the news in French that highlight certain social problems and share their information with each other in collaborative groups or via e-mail. Students will once again peruse and later focus intently on essential questions associated with unit content and communicate in the target language to express themselves as they respond to these important essential questions. The idea of a hero will also be discussed. Students will reflect upon their concept of what constitutes a hero and write a narrative assessment about someone they view as a hero and why. Students will be asked to be introspective and elaborate on a rite of passage that they have undergone that has had the most significance to them. There will be a grammatical focus on direct and indirect object pronouns used together; partitive articles with indefinite quantities; and relative, interrogative, and possessive pronouns throughout the duration of this unit.

#### ESSENTIAL QUESTION

- *Quelle est l'importance de la presse et les medias?*
- *D'après vous, quelles sont les qualités qu'une personne doit posséder pour être un bon mari ou une bonne épouse?*
- *Pourquoi la nourriture est-elle si différente autour du monde?*
- *Qu'est-ce qu'un héros?*

#### STANDARDS:

COMMUNICATION	CULTURES	CONNECTIONS	COMPARISONS	COMMUNITIES	READING	WRITING
Communicate in more than one language in order to function in a variety of situations and for multiple purposes	Function with cultural competence and understanding	Connect with other disciplines and acquire information in order to use the language to function in academic and career-related situations	Develop insight into the nature of language and culture in order to communicate and function with cultural competence	Communicate and function with cultural competence in order to participate in multilingual communities at home and around the world	<ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of knowledge</li> <li>• Range of Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Text Types and Purposes</li> <li>• Production and Distribution</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> </ul>
<ul style="list-style-type: none"> <li>• Interpersonal Communication</li> <li>• Interpretive Communication</li> <li>• Presentational Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Relating Cultural Practices to Perspectives</li> <li>• Relating Cultural Products to Perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Making Connections:</li> <li>• Acquiring Information:</li> </ul>	<ul style="list-style-type: none"> <li>• Language Comparisons</li> <li>• Cultural Comparisons:</li> </ul>	<ul style="list-style-type: none"> <li>• School and Community</li> <li>• Lifelong Learning:</li> </ul>		

#### FOCUS Standards:

<p><b>Communication:</b></p> <p>1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.1.1 accurate pronunciation</p> <p>1.1.2 adjective agreement</p> <p>1.1.3 questions and answers involving the core vocabulary</p> <p>1.1.4 command of sentence structure</p> <p>1.1.5 directions, commands and instructions in French</p> <p>1.1.6 information in the target language</p> <p>1.1.7 French role-playing situations</p> <p>1.1.8 opinions, preferences, and feelings</p> <p>1.1.9 information on a variety of topics</p> <p>1.1.10 collaborative discussions using correct subject/verb agreement and sentence structure.</p> <p>1.1.11 brief reports in French</p> <p>1.1.12 records original materials in French</p> <p>1.1.13 benchmarks from French I and II</p> <p>SL.9-10.1 range of collaborative discussions</p> <p>SL.8.5 multimedia and visual displays into presentations</p> <p>L.7.2 command of the conventions of the target language</p> <p>L.8.3 verbs in active voice</p> <p>W.6.3 Narrative writing</p> <p>W.6.5 writing as needed by planning, revising, editing, rewriting</p> <p>1.2. Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</p> <p>1.2.1 number and gender of nouns, adjectives, and articles</p> <p>1.2.2 verbal instructions to perform specific tasks.</p> <p>1.2.3 use subject/verb agreement</p> <p>1.2.4 meaning via situational, context clues, and cognates.</p> <p>1.2.5 follow oral and written directions in French</p>	<p>2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>2.2.1 products and perspectives that define the French-speaking cultures</p> <p>2.2.2 music and watches French-language film or television</p> <p>2.2.3 artistic contributions from French-speaking cultures</p> <p>RI.6.7.Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video</p> <p><b>Connections:</b></p> <p>3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.1.1 mathematical notations and measurements</p> <p>3.1.2 parts of speech</p> <p>3.1.3 oral presentational skills</p> <p>3.1.4 technology skills</p> <p>SL.11-12.5 strategic use of digital media</p> <p>3.2 Access and evaluate information and diverse perspectives that are available.</p> <p>3.2.1 research strategies</p> <p>3.2.2 appropriate reading strategies</p> <p>3.2.3 his/her culture and lifestyle to others'</p> <p>3.2.4 listens attentively and analyzes various perspectives</p> <p>W.9-10.7 short as well as more sustained research projects</p> <p><b>Comparisons:</b></p> <p>4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.1.1 grammatical structure between Spanish and English</p>
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- 1.2.6 spoken and written messages in French on topics of personal interest
- 1.2.7 comprehension of information from accessible French-language materials
- 1.2.8 components of visual texts, e.g. schedules, menus, advertisements
- 1.2.9 reading strategies such as cognate recognition, context, and syntax
- 1.2.10 Read for a variety of purposes
- 1.2.11 read variety of narrative and informational texts
- 1.2.12 follow written instruction in French
- 1.2.13 verbs in the active voice and in the conditional and subjunctive mood RI.6.7 information presented in different media formats
- RI.8.2 theme or central idea of a text
- RI.5.7 information from multiple print or digital sources
- RI.5.9 information from several texts
- RL.5.7 Compares and contrasts a written story, drama, or poem to its audio,
- SL.8.1 collaborative discussion
- SL.8.5 multimedia and visual displays
- L.7.3 target language and its conventions when writing, speaking, reading, or listening
- 1.3 Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
- 1.3.1 knowledge of language and its conventions when writing, speaking, reading, or listening
- 1.3.2 follow instructions in French
- W.8.1 argument pieces on topics or texts
- W.8.2 informative/explanatory texts
- W.8.3 narratives to develop real or imagined experiences or events
- W.6.5 strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach
- SL.8.5 multimedia components
- L.7.2 command of the conventions of the target language
- L.8.3 verbs in the active voice
- Cultures:**
- 2.1 Use the language to investigate, explain, and reflect on the relationship between between the practices and perspectives of the cultures studied.
- 2.1.1 social customs and traditions of the francophone culture
- 2.1.2 explore and recognize
- 2.1.3 French verbal and nonverbal greetings
- 2.1.4 generalizations that Americans may make about the people and customs of francophone
- RI 5.9 information from several texts on the same topic
- RI 6.2 central idea of a text
- RI 6.7 information presented in different media or formats
- 4.1.2 cognates/false cognates and derivatives.
- 4.1.3 idioms
- 4.1.4 predicts the meaning of words
- 4.1.5 construction of negatives
- 4.1.6 differences in language characteristics, e.g. gender agreement and syntax.
- 4.1.7 pronunciation systems
- L.9-10.5) figurative language, word relationships, and nuances
- 4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
- 4.2.1 differences and similarities between the U.S. and Spanish-speaking cultures
- 4.2.2 different forms of social etiquette
- 4.2.3 cultural products and practices
- 4.2.4 social structures
- W.9.7 short research project
- SL.8.5 multimedia and visual displays
- Communities:**
- 5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
- 5.1.1 examples of the target language in daily life.
- 5.1.2 knowledge of the target language and culture
- 5.1.3 international media and the arts
- 5.1.4 target language in the school community
- W.9.2 informative/explanatory texts to examine a topic
- W.9.5 strengthen writing as needed by planning, revising, editing, rewriting
- W.9.7 research projects
- 5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement
- 5.2.1 attend movies, plays, concerts, and art exhibits.
- 5.2.2 interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.
- 5.2.3 logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.
- 5.2.4 listens to and sings along to music in the target language.
- SL.8.1 discussions
- L.5.3 knowledge of language and its conventions when writing, speaking, reading, or listening

### Expectations for Student Learning

#### ENDURING UNDERSTANDING:

- The French media
- Social problems
- Les passages de la vie
- Direct and indirect object pronouns
- The use of two object pronouns together
- Object pronouns with commands
- Partitive articles with indefinite quantities
- Relative pronouns qui and que
- Relative pronoun dont
- Interrogative pronouns qui, que, and quoi
- Possessive pronouns

#### PRIOR KNOWLEDGE:

Students ready to begin level 3 in French should have a proficient comprehension of the following grammatical structures and syntax of the French language:

- The present indicative tense, including stem changing and reflexive verbs
- The preterite tense – formation of regular verbs and many irregular constructions
- Imperfect tense
- An ability to express themselves in the past with a basic understanding of the imperfect tense versus the preterite tense.
- An understanding of the placement and usage of direct and indirect object pronouns
- Formation of affirmative and negative commands
- The ability to formulate questions and use negation proficiently

Students studying at this level will continue to scaffold upon their knowledge gained from French in levels 1 and 2. Students ought to be able to express themselves in writing proficiently and to speak proficiently using the above constructions to describe their feelings, express opinions, and expound upon cultural topics that are studied.

- Summer activities
- Winter activities
- Camping

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- Taking vacations
- Travel by car, train, and airplane
- Weather
- Everyday life of young people in France
- Passé composé with avoir and être (Review)
- Passé composé with regular and irregular verbs (Review)
- The subjunctive of regular and irregular verbs
- The subjunctive to express necessity and possibility
- Formal and informal questions
- Direct and indirect object pronouns
- Negative sentences
- The imperfect
- Using the subjunctive to express wishes, preferences, and demands
- The subjunctive versus the infinitive
- Irregular forms in the subjunctive
- Leisure activities in French-speaking countries
- Cultural events in France
- Music
- Art
- The passé composé versus the imperfect
- Comparative and superlative adjectives
- Using the subjunctive to express emotional reactions
- Using the subjunctive to express uncertainty or uniqueness
- The past subjunctive
- Shopping
- Clothing
- North and West Africa
- The Touareg people
- Prepositions with geographic names
- The pronoun y
- The future tense
- The conditional tense
- The subjunctive with expressions of doubt
- The present and the imperfect with depuis

**NEW KNOWLEDGE:**

1.1 Interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

<u>Essential Knowledge</u>	<u>Academic vocabulary</u>
1.1.1 Uses accurate pronunciation.	
1.1.2 Uses adjective agreement to describe people, places, situations, and objects, e.g. family, hometown, yourself, home, etc.	<ul style="list-style-type: none"> <li>• active voice</li> <li>• conditional and subjunctive mood</li> </ul>
1.1.3 Constructs questions and answers involving the core vocabulary and related ideas: <ul style="list-style-type: none"> <li>• summer activities</li> <li>• winter activities</li> <li>• camping</li> <li>• taking vacations</li> <li>• travel by car, train, and airplane</li> <li>• weather</li> <li>• everyday life of young people in France</li> <li>• shopping</li> <li>• clothing</li> <li>• leisure activities in French-speaking countries</li> <li>• cultural events in France</li> <li>• music</li> <li>• north and west Africa</li> </ul>	<ul style="list-style-type: none"> <li>• adjective agreement</li> <li>• authentic situations</li> <li>• clauses</li> <li>• collaboration</li> <li>• compare</li> <li>• contrast</li> <li>• controversial; topics</li> <li>• debate</li> <li>• direct object pronouns</li> <li>• engages effectively</li> <li>• establishing context</li> </ul>

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<ul style="list-style-type: none"> <li>• the Touareg people</li> <li>• French media</li> <li>• social problems</li> <li>• rites of passage</li> <li>• French customs</li> <li>• the pronoun y</li> <li>• expressions with depuis</li> <li>• expressions with il y a</li> <li>• indirect object pronouns</li> <li>• direct object pronouns</li> <li>• French art connections</li> </ul> <p>1.1.4 Demonstrates command of sentence structure in order to sustain a conversation or presentation in French.</p> <p>1.1.5 Gives and follows directions, commands and instructions in French related to daily classroom activities.</p> <p>1.1.6 Exchanges information in the target language.</p> <p>1.1.7 Engages in French role-playing situations where they request and receives information, goods, and services.</p> <p>1.1.8 Shares opinions, preferences, and feelings in French with classmates.</p> <p>1.1.9 Presents information on a variety of topics.</p> <p>1.1.10 Engages effectively in a range of collaborative discussions using correct subject/verb agreement and sentence structure.</p> <p>1.1.11 Prepares and presents brief reports in French about personal experiences, school happenings, and current events.</p> <p>1.1.12 Prepares and records original materials in French, such as puppet shows, fashion shows, Mardi Gras parades, and video or audio newscasts.</p> <p>1.1.13 Applies all the benchmarks from French I and II in greater depth, content, and complexity.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (SL.9-10.1)</li> <li>• Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.9.5)</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.8.3)</li> <li>• Use verbs in the active voice and in the conditional and subjunctive mood to achieve particular effects (L.8.3a)</li> <li>• Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.             <ol style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Spell correctly. (L.9-10.2)</li> </ol> </li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening.</li> <li>• Use verbs in the active voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (L.8.3)</li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.9-10.3)             <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. the narrated experiences or events.</li> </ol> </li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.9-10.5)</li> </ul>	<ul style="list-style-type: none"> <li>• indirect object pronouns</li> <li>• integrate</li> <li>• narratives</li> <li>• phrases</li> <li>• sensory language</li> <li>• subject/verb agreement</li> <li>• summative</li> <li>• Touareg people</li> <li>• transition words</li> </ul>
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<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Use French to greet one another and engage in conversation about everyday topics, such as weather, friends, leisure activities, school, and family.</li> <li>• Use French to talk with classmates about past activities and future plans.</li> <li>• Exchange information in French via notes, letters or e-mail on familiar topics, such as personal interests, memorable experiences, school activities, and family life.</li> <li>• Share their opinions via discussion or written exchanges in French on what they have recently read or seen, such as articles, informational texts, short stories, comics, movies, videos, music, and art. For example: Antoine de Saint-Exupéry's <i>Le Petit Prince</i>, Jean de La Fontaine's <i>La cigale et la fourmi</i> and/or <i>Le corbeau et le renard</i>, and other fables, Pierre de Ronsard's <i>Mignonne, allons voir si la rose</i>, Molière's "Le Malade imaginaire"</li> <li>• Engage in French role-play or participate in authentic situations where they clarify information, such as comparing transportation schedules with a clerk, or solve problems, such as exchanging an inappropriate item in a store.</li> <li>• Debate on controversial topics in French, such as the pros and cons of video games.</li> <li>• Create a survey in French and poll other students on topics such as leisure activities, values, and family life.</li> <li>• Compare and contrast data and summarize their findings in French. These findings will then be compared with the life of French teenagers from a previously read informational text.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="#">target language station (and other Internet)</a></li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshocntonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshocntonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.guia.com">www.guia.com</a></li> <li>• <a href="http://www.onlinenewspapers.com/france.htm">www.onlinenewspapers.com/france.htm</a></li> <li>• <a href="http://www.france24.com">www.france24.com</a></li> <li>• <a href="http://www.french.about.com">www.french.about.com</a></li> </ul>
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#### 1.2 Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

<p><b>Essential Knowledge</b></p> <p>1.2.1 Distinguish number and gender of nouns, adjectives, and articles.</p> <p>1.2.2 Follow verbal instructions to perform specific tasks and to answer questions.</p> <p>1.2.3 Recognize and use subject/verb agreement</p> <ul style="list-style-type: none"> <li>• the passé composé with avoir and être with regular and irregular verbs and reflexive verbs</li> <li>• the subjunctive mood</li> <li>• the subjunctive of regular and irregular verbs</li> <li>• using the subjunctive to express necessity and possibility</li> <li>• formal and informal questions</li> <li>• negative sentences</li> <li>• the imperfect</li> <li>• using the subjunctive to express wishes, preferences, and demands</li> <li>• the subjunctive versus the infinitive</li> <li>• the subjunctive mood versus indicative mood</li> <li>• the passé composé versus the imperfect</li> <li>• comparative and superlative adjectives</li> <li>• using the subjunctive to express emotional reactions</li> <li>• using the subjunctive to express uncertainty or uniqueness</li> <li>• the past subjunctive</li> <li>• prepositions with geographic names</li> <li>• the future tense</li> <li>• the conditional tense</li> <li>• the subjunctive with expressions of doubt</li> <li>• the present and the imperfect with depuis</li> <li>• direct and indirect object pronouns</li> <li>• using two object pronouns in a sentence</li> <li>• object pronouns with command</li> <li>• partitive articles with indefinite quantities</li> <li>• relative pronouns qui and que</li> <li>• relative pronoun dont</li> <li>• interrogative pronouns qui, que and quoi</li> <li>• interrogative and demonstrative pronouns</li> <li>• possessive pronouns</li> </ul> <p>1.2.4 Infer meaning via situational, context clues, and cognates.</p> <p>1.2.5 Understand and follow oral and written directions in French related to daily classroom activities.</p> <p>1.2.6 Understand spoken and written messages in French on topics of personal interest, such as leisure activities, travel and everyday occurrences.</p> <p>1.2.7 Demonstrate comprehension of information from accessible French-language materials, such as television programs, youth magazines, the Internet, and videos, for example, <i>Bon voyage</i> video.</p> <p>1.2.8 Identify components of visual texts, e.g. schedules, menus, advertisements, etc.</p> <p>1.2.9 Employ reading strategies such as cognate recognition, context, and syntax to facilitate</p>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• analyze</li> <li>• cognates</li> <li>• comparative and superlative adjectives</li> <li>• conditional mood</li> <li>• conditional tense</li> <li>• context clues</li> <li>• direct and indirect object pronouns</li> <li>• future tense</li> <li>• indicative mood</li> <li>• Infer</li> <li>• infinitive</li> <li>• integrates</li> <li>• interrogative pronouns</li> <li>• objective summary</li> <li>• partitive articles</li> <li>• passé composé with</li> <li>• past subjunctive</li> <li>• plot</li> <li>• redundancy</li> <li>• relative pronouns</li> <li>• setting</li> <li>• subject/verb agreement</li> <li>• subjunctive mood</li> <li>• subjunctive mood</li> <li>• summarize</li> <li>• syntax</li> </ul> <p>theme or central idea</p>
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<p>understanding of the text.</p> <p>1.2.10 Read for a variety of purposes to:</p> <ul style="list-style-type: none"> <li>• increase and reinforce vocabulary</li> <li>• expand knowledge and cultural awareness</li> <li>• reinforce the conventions of the language</li> </ul> <p>1.2.11 Read a variety of narrative and informational texts.</p> <p>1.2.12 Follow written instructions in French.</p> <p>1.2.13. Use verbs in the active voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (RL.8.2)</li> <li>• Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. (RI. 9-10.7)</li> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</li> <li>• Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium. (RL.7.7)</li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)</li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.7.3)</li> <li>• Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy (L.7.3a)</li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Understand the main ideas and significant details of materials in French, which are accessible to teenage readers, such as magazine articles, short stories, poetry, plays, and short novels, for example, Molière’s, Le Malade imaginaire or Yambo Ouologuem’s, A mon mari</li> <li>• Understand the main ideas and significant details of level-appropriate spoken and recorded materials in French, such as songs, videos, commercials, interviews, and live presentations, for example, music by Charles Trenet, Edith Piaf, Jacques Brel, Yves Montand, and the poet Jacques Prévert.</li> <li>• Understand information from French Internet sources on a variety of topics, for example, weather, current events, and sports.</li> <li>• Analyze the plots, characters, and themes in francophone literary works.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.coniuguemos.com">www.coniuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.guia.com">www.guia.com</a></li> <li>• <a href="http://www.onlinenewspapers.com/france.htm">www.onlinenewspapers.com/france.htm</a></li> <li>• <a href="http://www.france24.com">www.france24.com</a></li> <li>• <a href="http://www.french.about.com">www.french.about.com</a></li> <li>• <a href="http://www.topics.nytimes.com">www.topics.nytimes.com</a></li> <li>• <a href="http://www.lemone.fr">www.lemone.fr</a>.</li> </ul>

**1.3. Present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.**

<p><b>Essential Knowledge</b></p> <p>1.3.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>1.3.2 Follow written instructions in French.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.8.1             <ol style="list-style-type: none"> <li>a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. W.8.1a</li> <li>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. W.8.1b</li> <li>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. W.8.1c</li> <li>d. Establish and maintain a formal style. W.8.1d</li> </ol> </li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• active voice</li> <li>• argument</li> <li>• arguments</li> <li>• conditional and subjunctive mood</li> <li>• convey sequence</li> <li>• engage</li> <li>• informative/explanatory texts</li> <li>• orient</li> <li>• persuade</li> <li>• support claim</li> <li>• transition words,</li> </ul>
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<p>e. Provide a concluding statement or section that follows from and supports the argument presented. <b>W.8.1e</b></p> <ul style="list-style-type: none"> <li>• Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.             <ol style="list-style-type: none"> <li>a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <b>(W9.2)</b></li> </ol> </li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. <b>(W.9-10.3)</b> <ol style="list-style-type: none"> <li>a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. the narrated experiences or events.</li> </ol> </li> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <b>(W.9-10.5)</b></li> <li>• Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. <b>(SL.8.5)</b></li> <li>• Uses knowledge of language and its conventions when writing, speaking, reading, or listening.             <ul style="list-style-type: none"> <li>○ Use verbs in the active voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). <b>(L.8.3)</b></li> </ul> </li> </ul>	<p>phrases, and clauses</p> <ul style="list-style-type: none"> <li>• transitions domain-specific vocabulary</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Create and present skits or short plays in French on a variety of topics.</li> <li>• Prepare and present oral reports in French on topics of their choice.</li> <li>• Demonstrate and explain in French how to accomplish a task, such as making crêpes (thin pancakes) or traditional couscous, (semolina), decorating hands or feet with henna patterns, or playing boules (like bocci ball).</li> <li>• Give dramatic recitations in French of poems or prose excerpts, for example Alphonse de Lamartine’s poem “Le Lac”</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshocnonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshocnonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjugemos.com">www.conjugemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.onlinenewspapers.com/france.htm">www.onlinenewspapers.com/france.htm</a></li> <li>• <a href="http://www.france24.com">www.france24.com</a></li> <li>• <a href="http://www.french.about.com">www.french.about.com</a></li> </ul>

**2.1 Use the language to investigate, explain, and reflect on the relationship between between the practices and perspectives of the cultures studied.**

<p><b>Essential Knowledge and Skills</b></p> <p>2.1.1 Investigate the unique social customs and traditions of the francophone culture, e.g.</p> <ul style="list-style-type: none"> <li>• Haïti, Martinique, Guadeloupe, Québec, the Maghreb, Tahiti, DOMTOM</li> </ul> <p>2.1.2 Explore and recognize</p> <ul style="list-style-type: none"> <li>• Châteaux of the Loire Valley, Versailles</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• central idea</li> <li>• francophone</li> <li>• integrate</li> <li>• investigate</li> </ul>
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<ul style="list-style-type: none"> <li>• Cultural icons</li> <li>• French art</li> <li>• French beaches</li> <li>• The court of Louis XIV</li> </ul> <p>2.1.3 Observe and apply age-appropriate French verbal and nonverbal greetings in conversational exchanges, e.g. handshake and greeting kiss.</p> <p>2.1.4 Discuss generalizations that Americans may make about the people and customs of francophone cultures.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI.5.9)</li> <li>• Determine a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. (RI.6.2)</li> <li>• Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</li> </ul>	<ul style="list-style-type: none"> <li>• judgments</li> <li>• perspectives</li> <li>• social customs</li> <li>• traditions</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Learn about and participate in activities enjoyed by French-speaking teenagers, such as sports), music, games, and entertainment.</li> <li>• Interact in a culturally appropriate manner with French-speaking people of various backgrounds in a variety of contexts, such as welcoming guest speakers or exchange students, participating in field trips.</li> <li>• Watch movies, commercials or documentaries from the francophone world and identify typical cultural patterns and social behaviors that they see on the screen.</li> <li>• Analyze social, economic, geographic, and historical factors that affect cultural practices in various francophone cultures, such as weddings, family celebrations, gender roles, education, social and governmental institutions, and religious observances, e.g., dress codes for adolescent girls and women in Muslim countries.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com/target-language-station">www.pandora.com target language station</a> (and other Internet)</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshocftonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshocftonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.onlinenewspapers.com/france.htm">www.onlinenewspapers.com/france.htm</a></li> <li>• <a href="http://www.france24.com">www.france24.com</a></li> <li>• <a href="http://www.french.about.com">www.french.about.com</a></li> </ul>

**2.2 Use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.**

<p><b>Essential Knowledge and Skills</b></p> <p>2.2.1 Investigate the products, perspectives, and passions that define the Francophone cultures ( including art museums, monuments, foods and cultural icons).</p> <p>2.2.2 Listen to music and watches French-language film or television programs that are popular with young people in various parts of the world.</p> <p>2.2.3 Recognize artistic contributions from francophonecultures in areas such as art, music, dance, drama, theater, film, fashion, and cuisine.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Integrate information presented in different media or formats (e.g., visually, quantitatively)as well as in words to develop a coherent understanding of a topic or issue. (RI.6.7)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• francophone</li> <li>• investigate</li> <li>• perspectives</li> <li>• reflect</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Identify the characters, themes, and perspectives in French-language comic books, for example, Astérix and Tintin.</li> <li>• View films from and about parts of the francophone world and pick out representative cultural products, for example, chocolate, lace, textiles, masks, jewelry, timepieces, perfume, dolls, and musical instruments.</li> <li>• Discuss and analyze various artistic products of francophone regions, such as theater and dance performances, novels and poetry, sculpture and painting, cinema, and crafts.</li> <li>• Explore social, economic, political, scientific, and religious institutions of francophone cultures and learn how they reflect the values of the people.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com/target-language-station">www.pandora.com target language station</a> (and other Internet)</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshocftonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshocftonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.onlinenewspapers.com">www.onlinenewspapers.com</a></li> </ul>



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	<a href="http://com/france.ltm">com/france.ltm</a> <ul style="list-style-type: none"> <li>• <a href="http://www.france24.com">www.france24.com</a></li> <li>• <a href="http://www.french.about.com">www.french.about.com</a></li> </ul>
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**3.1 Build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.**

<p><b><u>Essential Knowledge and Skills</u></b></p> <p>3.1.1 Recognize and use appropriate mathematical notations and measurements, such as:</p> <ul style="list-style-type: none"> <li>• 24-hour clock</li> <li>• currency</li> <li>• decimal usage</li> <li>• metric system</li> <li>• temperature</li> </ul> <p style="padding-left: 20px;">as used in the francophone world.</p> <p>3.1.2 Identify and use parts of speech that include</p> <ul style="list-style-type: none"> <li>• nouns</li> <li>• verbs</li> <li>• adverbs</li> <li>• gerunds</li> <li>• subjects</li> <li>• adjectives</li> <li>• pronouns</li> <li>• interrogatives</li> <li>• prepositions</li> </ul> <p>3.1.3 Strengthen oral presentational skills in target language and English through</p> <ul style="list-style-type: none"> <li>• presentations</li> <li>• dialogues</li> <li>• role playing</li> <li>• communication activities, etc.</li> </ul> <p>3.1.4 Use technology skills such as Internet research and presentation programs to demonstrate understanding of the target language.</p> <p><b><u>Common Core State Standards – ELA</u></b></p> <p>3.1.5 Makes strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)</p>	<p><b><u>Academic vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• build</li> <li>• critical thinking</li> <li>• strategic use</li> </ul>
<p><b><u>Sample Progress Indicators</u></b></p> <ul style="list-style-type: none"> <li>• Broaden their awareness of other disciplines by expanding topics presented in their French classes: a reading of Saint-Exupéry's <i>Le Petit Prince</i> (The Little Prince), can lead to a study of early airmail routes between France, Africa, and South America.</li> <li>• Discuss in French topics from other school subjects, such as fine arts (impressionism), history (French Revolution, colonialism, and post-colonialism), worldwide health issues (AIDS), and environmental concerns (pollution).</li> <li>• Present reports in French, orally and/or in writing, on topics being studied in other classes.</li> </ul>	<p><b><u>Websites</u></b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.onlinenewspapers.com/france.ltm">www.onlinenewspapers.com/france.ltm</a></li> <li>• <a href="http://www.france24.com">www.france24.com</a></li> <li>• <a href="http://www.french.about.com">www.french.about.com</a></li> </ul>

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**3.2 Access and evaluate information and diverse perspectives that are available.**

<p><b>Essential Knowledge and Skills</b></p> <p>3.2.1 Apply a variety of research strategies (e.g. summarizing, utilizing graphic organizers, note-taking).</p> <p>3.2.2 Employ appropriate reading strategies e.g. summarizing and jigsaw reading, Think-Pair-Share, choral reading, read-aloud, guessing meaning from context.</p> <p>3.2.3 Self-assess world views by comparing/contrasting his/her culture to others’.</p> <p>3.2.4 Listen attentively and analyzes various perspectives, e.g. nuances with language (tu vs vous).</p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9-10.7)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>choral reading</li> <li>diverse perspectives</li> <li>distinctive viewpoints</li> <li>evaluate</li> <li>graphic organizers</li> <li>jigsaw</li> <li>nuance</li> <li>think-pair-share</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>Search for answers from French sources to questions encountered in school subjects or through their favorite leisure activities on the Internet and through the print and visual media.</li> <li>Read a variety of French-language sources, such as magazines, encyclopedias, and Internet sites, to prepare reports on topics of personal interest.</li> <li>Interact in a culturally appropriate manner with French-speaking people of various backgrounds in a variety of contexts, such as welcoming guest speakers or exchange students, participating in field trips.</li> <li>Understand the distinctive viewpoints expressed in French-language literary works that they are reading, such as a portion of Simone de Beauvoir’s, <i>Un mort très douce</i></li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet)</li> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li><a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> <li><a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li><a href="http://www.conjugemos.com">www.conjugemos.com</a></li> <li><a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li><a href="http://www.quia.com">www.quia.com</a></li> <li><a href="http://www.onlinenewspapers.com/france.ltm">www.onlinenewspapers.com/france.ltm</a></li> <li><a href="http://www.france24.com">www.france24.com</a></li> <li><a href="http://www.french.about.com">www.french.about.com</a></li> </ul>

**4.1 Use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.**

<p><b>Essential Knowledge and Skills</b></p> <p>4.1.1 Compare grammar and structure between French and English.</p> <p>4.1.2 Recognize and use cognates/false cognates and derivatives.</p> <p>4.1.3 Compare and contrast the use of idioms.</p> <p>4.1.4 Predict the meaning of words based on prior knowledge.</p> <p>4.1.5 Compare the construction of negatives between French and English.</p> <p>4.1.6 Identify differences in language characteristics, e.g. gender agreement and syntax.</p> <p>4.1.7 Identifies differences in pronunciation systems.</p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>Interprets figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>Analyze nuances in the meaning of words with similar denotations (L.9-10.5) <ul style="list-style-type: none"> <li>a.</li> </ul> </li> </ul> </li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>compare</li> <li>figurative language</li> <li>idiomatic phrase</li> <li>gender agreement</li> <li>predict</li> <li>recognize</li> <li>syntax</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>Can recognize cognates and false cognates in French, such as lecture = reading, and not “lecture,” rester = to remain and not “to rest.”</li> <li>Demonstrate an awareness of idiomatic phrases and linguistic expressions and realize that there is not a word-for-word correspondence between French and English, such as Il m’a manqué. = I missed him (He was lacking to me).</li> <li>Recognize and compare nuances of meaning of words and idioms, in French and in English, such as <i>avoir froid, être froid, faire froid.</i></li> <li>Compare French and English linguistic elements, such as time, tense, and mood, and analyze how each language often uses different grammatical structures to express time and tense relationships, for example, “when” + present vs. quand + future, as in “When he arrives, he will come to see me.” = <i>Quand il arrivera, il viendra me voir.</i></li> <li>Recognize that words in French and English may have different ranges of meaning, such as <i>ball = balle, ballon; ballon = ball, balloon</i>, or reflect distinctions that are not made in both languages, such as “the day” = <i>le jour vs. la journée.</i></li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet)</li> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li><a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> <li><a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li><a href="http://www.conjugemos.com">www.conjugemos.com</a></li> <li><a href="http://www.studyfrench.com">www.studyfrench.com</a></li> </ul>

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<ul style="list-style-type: none"> <li>Recognize the relationship between word order in French and meaning, for example, un pauvre homme = a poor, unfortunate man vs. un homme pauvre = a poor man, without money.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.quia.com">www.quia.com</a></li> <li><a href="http://www.onlinenewspapers.com/france.ltm">www.onlinenewspapers.com/france.ltm</a></li> <li><a href="http://www.france24.com">www.france24.com</a></li> <li><a href="http://www.french.about.com">www.french.about.com</a></li> </ul>
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**4.2 Use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.**

<p><b>Essential Knowledge and Skills</b></p> <p>4.2.1 Discuss and analyze the differences and similarities between the U.S. and francophone cultures such as views on equality</p> <p>4.2.2 Identify different forms of social etiquette, e.g. forms of address, body language, and greetings.</p> <p>4.2.3 Compares cultural products and practices, e.g. sports, holidays, foods and leisure activities.</p> <p>4.2.4 Compares social structures, e.g. families and school.</p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W.9.7)</li> <li>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (SL.8.5)</li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>compare</li> <li>contrast</li> <li>idioms</li> <li>investigate</li> <li>reflect</li> </ul>
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>Research topics of personal interest using a variety of French-language sources, such as sports and teen magazines, radio, video, the Internet, and catalogs, and compare the information they find to that which is available to them on the same topics in English.</li> <li>Hypothesize about the origins of idioms as reflections of culture, citing examples from French language and francophone cultures and their own, such as un tien pour toi (Democratic Republic of the Congo: your own for you) = <i>un pourboire (a tip)</i>; <i>Elle a mis papier dans sa tête (Ivory Coast: She put paper in her head.)= Elle a reçu de l'instruction.</i> (She was educated.); and <i>bon comme du pain</i> (France: good as bread) = good as <i>gold</i>;</li> <li>Compare and contrast the American view of some aspect of daily life, such as meals or the importance of education, with the view of a francophone area. For example, in North and West Africa, sharing a communal meal from one bowl is customary, whereas this practice is infrequent in the United States.</li> <li>Identify and analyze the cultural perspectives reflected in a literary selection, film or work of art from a francophone country and compare these to the perspectives found in a corresponding American work, for example, <i>Le Petit Prince (The Little Prince)</i> and <i>ET</i>.</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li><a href="http://www.pandora.com">www.pandora.com</a> target language station (and other Internet)</li> <li><a href="http://www.actfl.org">www.actfl.org</a></li> <li><a href="http://www.corestandards.org">www.corestandards.org</a></li> <li><a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li><a href="http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> <li><a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li><a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li><a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li><a href="http://www.quia.com">www.quia.com</a></li> <li><a href="http://www.onlinenewspapers.com/france.ltm">www.onlinenewspapers.com/france.ltm</a></li> <li><a href="http://www.france24.com">www.france24.com</a></li> <li><a href="http://www.french.about.com">www.french.about.com</a></li> </ul>

**5.1 Use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.**

<p><b>Essential Knowledge and Skills</b></p> <p>5.1.1 Identify and share examples of the target language in daily life.</p> <p>5.1.2 Shares knowledge of the target language and culture with others.</p> <p>5.1.3 Accesses international media and the arts.</p> <p>5.1.4 Use the target language in the school community..</p> <p><b>Common Core State Standards</b></p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. <ul style="list-style-type: none"> <li>g. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>h. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>i. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> </ul> </li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>collaborate</li> <li>globalized world</li> </ul>
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<p>j. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>k. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>l. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W9.2)</p> <ul style="list-style-type: none"> <li>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W9.5)</li> <li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W9.7)</li> </ul>	
<p><b>Sample Progress Indicators</b></p> <ul style="list-style-type: none"> <li>• Stage a French-language play or create a comedy routine in French as part of a school/community event or for a local TV station.</li> <li>• Interview French-speaking members of the community or use other French resources to research topics of interest, such as World War II experiences and the Haitian immigrant experience.</li> <li>• Participate in an extended French immersion experience, such as an immersion weekend or a French-language camp.</li> <li>• Travel with their family or class to a francophone country and use French to communicate with others and to obtain services..</li> </ul>	<p><b>Websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.glencoe.com">www.glencoe.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.studyspanish.com">www.studyspanish.com</a></li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a></li> <li>• youtube videos (educational)</li> </ul>

**5.2 Set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement**

<p><b>Essential Knowledge and Skills</b></p> <p>5.2.1 Apply acquired knowledge for personal enrichment, such as attending movies, plays, concerts, and art exhibits.</p> <p>5.2.2 Demonstrate interpersonal skills in the target language, e.g. listening politely, working in groups, and communicating effectively.</p> <p>5.2.3 Demonstrate logical decision-making in real life situations, such as ordering from a menu, shopping in a store, etc.</p> <p>5.2.4 Listen to and sing along to music in the target language.</p> <p><b>Common Core State Standards – ELA</b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.             <ol style="list-style-type: none"> <li>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</li> <li>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</li> <li>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.</li> <li>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (SL8.1)</li> </ol> </li> <li>• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.             <ol style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words (L5.3)</li> </ol> </li> </ul>	<p><b>Academic vocabulary</b></p> <ul style="list-style-type: none"> <li>• adages</li> <li>• antonyms</li> <li>• collaborative discussions</li> <li>• collegial discussions and decision-making</li> <li>• figurative language</li> <li>• francophone</li> <li>• homographs</li> <li>• idioms</li> <li>• interpersonal skills</li> <li>• metaphors</li> <li>• proverbs</li> <li>• similes</li> <li>• synonyms</li> </ul>
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<u>Sample Progress Indicators</u>	<u>Websites</u>
<ul style="list-style-type: none"> <li>• Enjoy sports or games typical of francophone countries, either as participants or as spectators. NA</li> <li>• listen to music, sing songs or play musical instruments from areas of the francophone world. NA</li> <li>• Read French-language magazines or watch French-language films and videos as a prerequisite to collaborative or individual work involving discussion in the target language and/or narrative, informational or argument writing, e.g. students               <ul style="list-style-type: none"> <li>○ write an essay explaining how the poem/song “O Nuit” exemplifies the meaning of the film itself.</li> </ul> </li> <li>• Visit exhibits at local museums that present aspects of the francophone world and complete written assessments and classwork associated with field trip.</li> <li>• Explore French Internet sites for personal entertainment and enjoyment. NA</li> <li>• With their class or with their families go to restaurants featuring the cuisine of francophone areas of the world. NA</li> <li>• Spend vacation time in a francophone area of the world. NA</li> <li>• Participate in French Club activities. NA</li> <li>• Watch “Les Choristes” and, e.g. write an essay explaining how the poem/song “O Nuit” exemplifies the meaning o the film itself.</li> <li>• May watch French-language films for enjoyment and self growth. NA</li> <li>• NA - NOT ASSESSED</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.pandora.com/target%20language%20station">www.pandora.com</a> target language station (and other Internet)</li> <li>• <a href="http://www.actfl.org">www.actfl.org</a></li> <li>• <a href="http://www.corestandards.org">www.corestandards.org</a></li> <li>• <a href="http://www.ride.ri.gov">www.ride.ri.gov</a></li> <li>• <a href="http://coshocconfi.wp.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf">http://coshocconfi.wp.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20iv.pdf</a> (instructional strategies)</li> <li>• <a href="http://www.wordreference.com">www.wordreference.com</a> (on-line dictionary)</li> <li>• <a href="http://www.conjuguemos.com">www.conjuguemos.com</a></li> <li>• <a href="http://www.studyfrench.com">www.studyfrench.com</a></li> <li>• <a href="http://www.quia.com">www.quia.com</a></li> <li>• <a href="http://www.onlinenewspapers.com/france.htm">www.onlinenewspapers.com/france.htm</a></li> <li>• <a href="http://www.france24.com">www.france24.com</a></li> <li>• <a href="http://www.french.about.com">www.french.about.com</a></li> </ul>

#### SUGGESTED WORKS:

STORIES	<u>LITERARY TEXTS</u>	DRAMA	OTHER
	POETRY • <i>Moments littéraires</i>		
<b>Literature:</b> • <i>Bon voyage (level 3)</i> • <i>Allez – viens</i>  • <i>Le Bon usage, Maurice Grevisse</i> • <i>C’est ça (level 3)</i> • <i>Trésors du temps, Lenard</i>  <b>Literature:</b> • <i>Les Misérables, Victor Hugo</i>			
NONFICTION	<u>INFORMATIONAL TEXT</u>	MEMOIRS	SPEECHES, PUBLIC DOCUMENTS
	BIOGRAPHIES		

#### ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS: see curriculum

1. Anecdotal records	8. Graphic organizers	15. Multi-media/technology	21. Research
2. Class discussion	9. Informational text response	16. Narrative writing	22. Role playing
3. Conferencing	10. Interviews	17. Non- linguistic representations	23. Rubrics/checklists
4. Constructed responses	11. Informative writing	18. Note taking and summarizing	24. Tests and quizzes
5. Dramatization/role playing	12. Journal	19. Oral presentation	25. Technology
6. Exhibits	13. Literature response	20. RAISE	26. Think-alouds
7. Grammar and usage	14. Media appreciation		27. Vocabulary word wall
			28. Writer’s notebook
			29. Word Study

#### REQUIRED COMMON ASSESSMENTS

- Mid-term exam (HS)
- Final exam (HS)
- Common Task (HS)

#### Develop and convey understanding

- Questions and answers
- Rough draft / revision and editing
- Peer writing
- Responding after reading – individually and in cooperative learning groups

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- Journal writing
- Practice of grammatical structures and syntax
- Note taking for research purposes or teacher lecture

#### **Narrative:**

- Mon héros
- Narrative: Les Passages de la vie
- Informational: Une recette française

#### **Informational:**

- (e.g.) Un journal (class project)

#### **Argument:**

- (e.g.) An essay explaining how the poem and song “O Nuit” is a metaphor for the film, “*Les Choristes*”

#### **Additional texts and writing for research**

- Individual cultural heritage (written assessment/presentation)
- French masterpieces

#### **HIGHER ORDER THINKING SKILLS: Web’s Depth of Knowledge 2 – 4 or Bloom’s Taxonomy**

##### **Web’s Depth of Knowledge**

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

##### **Bloom’s Taxonomy**

- apply
- analyze
- synthesize/create
- evaluate
- 

#### **ADDITIONAL RESOURCES:**

##### **Websites**

- [www.pandora.com](http://www.pandora.com) target language station (and other Internet)
- [www.actfl.org](http://www.actfl.org)
- [www.corestandards.org](http://www.corestandards.org)
- [www.ride.ri.gov](http://www.ride.ri.gov)
- <http://coshoctonfip.wikispaces.com/file/view/70Formative%20Assess%20Strategies%20jv.pdf> (instructional strategies)
- [www.wordreference.com](http://www.wordreference.com) (on-line dictionary)
- [www.conjuguemos.com](http://www.conjuguemos.com)
- [www.studyfrench.com](http://www.studyfrench.com)
- [www.quia.com](http://www.quia.com)
- [www.onlinenewspapers.com/france.htm](http://www.onlinenewspapers.com/france.htm)
- [www.france24.com](http://www.france24.com)
- [www.french.about.com](http://www.french.about.com)

##### **Audio/video**

- Ancillary components with Bon Voyage
- Pandora music Internet site
- CDs of French musical artists
- You Tube for music
- Videos in target language
- Films in target language

##### **Technology**

- Computer
- Smart Board
- Headphones with microphones
- Language lab

##### **Materials**

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#### VOCABULARY

- |   |   |                                   |  |
|---|---|-----------------------------------|--|
| 1. active voice                               | 21. context clues                       | 45. indirect object               | 69. recognize                              |
| 2. active voice                               | 22. contrast                            | pronouns                          | 70. redundancy                             |
| conditional and                               | 23. controversial; topics               | 46. Infer                         | 71. reflect                                |
| subjunctive mood                              | 24. convey sequence                     | 47. infinitive                    | 72. relative pronouns                      |
| 3. adages                                     | 25. critical thinking                   | 48. informative/explanatory texts | 73. sensory language                       |
| 4. adjective agreement                        | 26. debate                              | 49. integrate                     | 74. setting                                |
| 5. analyze                                    | 27. direct and indirect object pronouns | 50. interpersonal skills          | 75. similes                                |
| 6. antonyms                                   | 28. direct object pronouns              | 51. interrogative pronouns        | 76. social customs                         |
| 7. argument                                   | 29. distinctive viewpoints              | 52. investigate                   | 77. strategic use                          |
| 8. authentic situations                       | 30. diverse perspectives                | 53. jigsaw                        | 78. subject/verb agreement                 |
| 9. build                                      | 31. engage                              | 54. judgments                     | 79. subjunctive mood                       |
| 10. central idea                              | 32. engages effectively                 | 55. metaphors                     | 80. summarize                              |
| 11. choral reading                            | 33. establishing context                | 56. narratives                    | 81. summative                              |
| 12. clauses                                   | 34. evaluate                            | 57. nuance                        | 82. support claim                          |
| 13. cognates                                  | 35. figurative language                 | 58. objective summary             | 83. synonyms                               |
| 14. collaborate/collaboration                 | 36. francophone                         | 59. orient                        | 84. syntax                                 |
| 15. collaborative discussions                 | 37. future tense                        | 60. partitive articles            | 85. syntax                                 |
| 16. collegial discussions and decision-making | 38. gender agreement                    | 61. passé composé with            | 86. theme or central idea                  |
| 17. comparative and superlative adjectives    | 39. globalized world                    | 62. past subjunctive              | 87. think-pair-share                       |
| 18. compare                                   | 40. graphic organizers                  | 63. perspectives                  | 88. Touareg people                         |
| 19. conditional and subjunctive mood          | 41. homographs                          | 64. persuade                      | 89. traditions                             |
| 20. conditional tense                         | 42. idiomatic phrase                    | 65. phrases                       | 90. transition words                       |
|   | 43. idioms                              | 66. plot                          | 91. transition words, phrases, and clauses |
|   | 44. indicative mood                     | 67. predict                       | 92. transitions domain-specific vocabulary |
|   |   | 68. proverbs                      |  |

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**LESSON PLAN for UNIT (Complete this section during the school year)**

**LESSONS**

- Lesson # 1 Summary:**
  
- Lesson #2 Summary:**
  
- Lesson #3 Summary:**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction
  
- Assessments:** see curriculum introduction
  - **Formative**
  
  
  - **Summative**