

**CURRICULUM FRAMEWORK**

**CONTENT AREA: FOREIGN LANGUAGE**

**GRADE LEVEL/COURSE: FRENCH III**

What is to be taught/ measured	TIME PERIOD 1	TIME PERIOD 2	TIME PERIOD 3	TIME PERIOD 4
<p><b>STANDARDS/BENCHMARKS</b></p> <p><i>(What should students know or do by the end of a unit(s) in this time period? How could they be grouped into units of instruction?)</i></p> <p>1. Students communicate in a foreign language while demonstrating literacy in all four essential skills:</p> <p>1.1 Listening 1.2 Speaking 1.3 Reading 1.4 Writing</p> <p>2. Students acquire and use knowledge of other cultures while developing foreign language skills.</p>	<p>1.1 Listening</p> <p>a. Derives meaning through context, intonation and situations from listening sources including conversations, lectures, authentic videos, films and recordings</p> <p>b. Obtains and processes information by selecting, categorizing and analyzing from sources.</p> <p>1.2 Speaking</p> <p>a. Apply pronunciation and intonation patterns at normal rates of speed</p> <p>b. Makes predictions, analyzes, draws conclusions and expresses facts and opinions</p> <p>c. Defines point of view</p> <p>d. Summarizes and paraphrases</p> <p>1.3 Reading</p> <p>a. Analyzes and synthesizes reading materials</p> <p>b. Recognizes author's point of view and purpose</p> <p>c. Expresses personal reactions to reading materials</p> <p>d. Interprets cultural elements found in reading materials</p> <p>1.4 Writing</p> <p>a. Writes descriptions, narratives, and expresses and justifies opinions</p> <p>b. Obtains and reports factual information</p> <p>c. Develops and organizes ideas, planning, drafting, revising, proofreading/ editing own written work and of other students</p> <p>d. Uses expanded vocabulary</p>			<p>→</p> <p>→</p> <p>→</p> <p>→</p>

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	<p>and complex grammatical structures</p> <p>2 Culture</p> <p>a. Analyzes aspects of the culture being studied such as social and political institutions and laws</p> <p>b. Functions in a culturally appropriate manner through speaking and writing in complex social and/or work situations.</p> <p>c. Reseraches a topic of interest using sources from the culture being studied</p>			
<p><b>PERFORMANCE ASSESSMENT</b>  <i>(How do we know students have mastered the benchmarks- what forms of assessment meet the requirements of the benchmark?)</i>                  Criteria for assessment</p> <ul style="list-style-type: none"> <li>-Impact of performance</li> <li>-Work quality and crafts-manship</li> <li>-Adequacy of methods and behaviors</li> <li>-Validity of content</li> <li>-Degree of expertise</li> </ul> <p><b>VALIDATION</b>                  Isolated skill performances, tests, quizzes etc.</p>	<p>1.1, 1.2, 1.3, 1.4 Students will present and record original works while other students listen. Students critique in written and oral form themselves and others</p> <p>1.2,1.3,1.4 Students read “Ca Va” magazine “ Fantome de l’Opera” and other stories and articles, translate articles, respond orally and in writing, and express opinions about articles</p> <p>1.1 Students interpret complex directions given by teacher</p>	<p>→</p> <p>→</p> <p>→</p>		<p>1.1, 1.2, 1.3, 1.4 Students will write and illustrate an original children’s book in French utilizing skills and vocabulary learned while learning new vocabulary. They will practice reading their books with proper accent . Other students will listen to and translate stories. Students will present books to elementary students.</p>
<p><b>TOPICAL or CURRICULUM ALIGNMENT</b></p> <p>Ex: Genres and materials  <i>(What learning experiences will help students master the benchmarks in this time period?)</i></p>	<p>1. Culture days</p> <p>2. “Ca Va” magazine for history and culture</p> <p>3. French cuisine</p>	<p>1. Culture days-</p> <p>2. Make “Ferves”- good luck charms fo rnew year</p>	<p>1. Van Gogh and Expressionism</p> <p>2. Culture days</p>	<p>1. Culture days</p>
<p><b>COMPETENCIES</b></p>	<p>1. Analyzing and critiquing</p> <p>2. Recall</p>			<p>→</p>

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<p><i>(What lifelong competencies can be integrated to help develop these? Problem solving, communication, technology)</i></p>	<p>3. Technology –tape recorders, video camera</p>			
<p><b>INSTRUCTIONAL STRATEGIES</b></p>	<p>1. Dramatize chapter 2. Make mobile and write love letters for “Fantome” 3. Translation exercises 4. Oral presentations 5. Art integration 6. French Journals</p>	<hr/>		