

**Geneva CUSD 304**  
**Content-Area Curriculum Frameworks**  
**Grades 6-12**  
**World Language**

<b><i>Mission Statement</i></b>	<p>Our goal is for students to become global citizens who possess both the skills and the desire to communicate and thrive in an increasingly diverse world and to acquire an understanding and respect for other cultures.</p>
<b><i>Course Sequence</i></b>	<p><u>French</u>          French I          French II or French II Honors          French III or French III Honors          French IV          AP French</p> <p><u>German</u>          German I          German II or German II Honors          German III          German IV          AP German</p> <p><u>Spanish</u>          Spanish I          Spanish II or Spanish II Honors          Spanish III or Spanish III Honors          Spanish IV          Spanish V or AP Spanish</p>

### *Course Framework*

<b>Course Title</b>	<b>French III</b>
<b>Grade Level</b>	10-12
<b>Semesters (1-2-3-4)</b>	2 semesters
<b>Prerequisite</b>	French II with a B average strongly recommended
<b>Course Description</b>	<p>In French III, students continue to aspire to a higher level of proficiency in the four language skills of reading, writing, speaking and listening. Most major verb tenses are presented, and vocabulary is presented in thematic units. Students will read literary excerpts and make cultural connections through activities on the geography, culture and history of the French-speaking world. Students will also be exposed to at least one longer reading, as well as a video series which accompanies the textbook <i>Bien Dit!</i></p>
<b>District-approved Materials and/or Resources</b>	DeMado, Champeny, Ponterio, Ponterio. <i>Bien Dit!</i> . Holt, Rinehart and Winston: Austin, Texas; 2008

<b>Unit of Study: major topics</b>	<b>Chapitre 1 “Retour de vacances ”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit III Workbook Bien Dit III DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A1 – Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> - Comprehension: Students will learn to express likes, dislikes, and preferences. Students will be able to ask about plans and tell when and how they did something. Students will be able to describe a place in the past.  - Thematic Vocabulary: Back-to-school activities and classes. After-school activities. Summer activities, things and places.	

	<p>- Accuracy of Expression: Students will review the present tense, verbs followed by infinitives, the passé composé, the imparfait, passé composé vs. imparfait, and reflexive verbs in the present and passé composé.</p> <p>- Cultural links: Students will be familiarized with the geographic location, history, and cultural practices of various regions of France. They will explore the differences and similarities of their own culture and that of the French-speaking world.</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will survey class members regarding activities</li> <li>• Write about what they did last summer</li> <li>• Students will read « Un papillon dans la cité »</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on regular irregular verbs</li> <li>• Quiz on passé composé vs. imparfait</li> <li>• Dictée</li> <li>• Quiz on reflexive verbs</li> <li>• Chapter 1 exam</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 2 “Le Monde du travail ”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit III Workbook Bien Dit III DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A1 – Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> <ul style="list-style-type: none"> <li>- Comprehension: Students will learn to ask about future plans. They will learn to make polite requests, make a phone call and write a formal letter</li> <li>- Thematic Vocabulary: Students will learn professions. Students will learn telephone etiquette and related vocabulary.</li> <li>- Accuracy of Expression: Students will learn the future tense,</li> </ul>	

	<p>the feminine forms of nouns, the verb conduire, the present participle and the conditionnel de politesse. Students will also learn the present participle.</p> <p>- Cultural links: Students will learn about the francophone culture. Students will learn about the French school system. Students will learn about famous people of France, their work, inventions, discoveries.</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities on town</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will write a cover letter for a job application</li> <li>• Students will role-play telephone calls</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on future</li> <li>• Quiz on conditionnel</li> <li>• Dictée</li> <li>• Quiz on feminine forms of nouns</li> <li>• Quiz on conduire</li> <li>• Quiz on present participles</li> <li>• Chapter 2 exam</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 3</b> <b>“Il était un fois . . . ”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit III Workbook Bien Dit III DVD and audio CD's Assessment program
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28.A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A1 – Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> - Comprehension: Students will learn how to set the scene for a story, continue a story and end a story. Students will relate a sequence of events. Students will be able to tell what happened to someone else.	

	<ul style="list-style-type: none"> <li>- Thematic Vocabulary: Students will learn vocabulary related to stories, fables and legends. Students will also learn vocabulary related to the history of Francophone Africa.</li>   <li>- Accuracy of Expression: Students will learn the passé simple tense and the past infinitive. Students will learn relative pronouns with <u>ce</u>, adjective placement and meaning, indirect discourse.</li>   <li>- Cultural links: Students will learn about the francophone culture. Students will learn about the French school system. Students will learn about famous people of France, their work, inventions, and discoveries.</li> </ul>	
<b>Assessments</b>	<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture alone or in pairs</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will write an original fairy tale</li> <li>• Students will research a franco-africaine country,</li> <li>• Create a poster and present findings to class</li> </ul>	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on passé simple</li> <li>• Quiz on past infinitives</li> <li>• Writing using visual cues</li> <li>• Dictée</li> <li>• Quiz on adjective placement and meaning</li> <li>• Chapter 3 exam</li> </ul>



<b>Unit of Study: major topics</b>	<b>Chapitre 4 “Amours et amitiés”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit III Workbook Bien Dit III DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A1 – Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> - Comprehension: Students will learn to say what happened, ask for and give advice, share good and bad news. Students will renew old acquaintances.  - Thematic Vocabulary: Students will learn vocabulary related to relationships and friends. Students will learn vocabulary related to family history and life events.	

	<ul style="list-style-type: none"> <li>- Accuracy of Expression: Students will learn reciprocal verbs, the verbs <i>manquer</i> and <i>plaire</i>, the subjunctive, the subjunctive with necessity, desire, and emotions. Students will learn the disjunctive (stress) pronouns.</li> <li>- Cultural links: Students will learn about the Moroccan culture</li> </ul>	
<b>Assessments</b>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will write original comic strips using the subjunctive.</li> <li>• Students will ask each other for and give advice</li> <li>• Students will create a “Dear Abby” advice column In the classroom</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on reciprocal verbs</li> <li>• Quiz on <i>manquer/plaire</i></li> <li>• Dictée</li> <li>• Quiz on subjunctive regular and irregular verbs</li> <li>• Chapter 4 exam</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 5 “En pleine nature”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit III Workbook Bien Dit III DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a --Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A1 – Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> - Comprehension: Students will learn to say what happened, ask for and give advice, share good and bad news. Students will renew old acquaintances.  - Thematic Vocabulary: Students will learn vocabulary related to nature and animals. Students will learn vocabulary related to extreme sports	

	<p>- Accuracy of Expression: Students will review the imperative. Students will learn the subjunctive with expressions of fear (craindre). Students will learn the difference between voir and regarder. Students will learn the verbs apporter, emporter, amener, and emmener. Students will learn which verbs are followed by à / de and the infinitive.</p> <p>Students will learn idiomatic expressions.</p> <p>- Cultural links: Students will become familiar with the geographic location, history and cultural practices of Quebec, New England, and Louisiana. They will discover the differences and similarities of their own culture and that of the French-speaking world.</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Students will prepare a questionnaire to inquire about favorite sports and leisure activities of their partner class</li> <li>• Students will invent a recent trip to Quebec, Haiti, or Louisiana and tell what they saw on their trip.</li> <li>• Students will create signs using the subjunctive commands</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on subjunctive with fear</li> <li>• Quiz on the imperative</li> <li>• Dictée</li> <li>• Quiz on verbs apporter, amener, emporter, emmener</li> <li>• quiz on verbs followed by à, de, infinitive</li> <li>• quiz on voir and regarder</li> <li>• Chapter 5 exam</li> </ul>

<b>Unit of Study: major topics</b>	<b>Chapitre 6 “La presse”</b>	<b>Resources that will support Instruction:</b> Textbook: Bien Dit III Workbook Bien Dit III DVD and audio CD’s Assessment program
<b>Illinois Learning Standards, Benchmarks,  National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<ul style="list-style-type: none"> <li>• 28.A1a – Recognize basic language patterns</li> <li>• 28.A.1b -- Respond appropriately to simple commands in the target language</li> <li>• 28.A.2a -- Comprehend illustrated stories, audiovisual programs, or websites.</li> <li>• 28.A.2b -- Follow instructions in the target language, given one step at a time, for a wide range of activities.</li> <li>• 28.B1a – Imitate pronunciation, intonation and inflection including sounds unique to the target language.</li> <li>• 28.B.2a -- Pose questions spontaneously in structured situations.</li> <li>• 28.B.2b – Produce language using proper pronunciation, intonation and inflection</li> <li>• 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words.</li> <li>• 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons.</li> <li>• 28.D.2a -- Write on familiar topics using appropriate grammar, punctuation and capitalization.</li> <li>• 28.D.2b -- Present a simple written or oral report on familiar topics</li> <li>• 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures.</li> <li>• 29.A1 – Use common forms of courtesy, greetings and leave-takings appropriate to the time of day and relationship (adult, peer, parent)</li> <li>• 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language</li> </ul>	
<b>Objectives</b>	<b><i>Skill Attainment</i></b> <ul style="list-style-type: none"> <li>- Comprehension: Students will learn to express certainty and possibility, doubt and disbelief. Students will learn to break news and ask for information,</li> <li>- Thematic Vocabulary: Students will learn vocabulary related to newspapers and magazines, news and information.</li> <li>- Accuracy of Expression: Students will learn how to use the subjunctive tense with doubt, disbelief, and uncertainty. Students</li> </ul>	

	<p>will learn the verbs croire and paraître. Students will review object pronouns. Students will learn quelque part, quelqu'un, quelque chose, quelquefois and "Qui est-ce qui, qui est-ce que . . .</p> <p>- Cultural links: Students will learn about and make cultural comparisons using francophone newspapers, magazines, comics.</p>	
<p><b>Assessments</b></p>	<p>Performance Tasks</p> <ul style="list-style-type: none"> <li>• Write and perform a skit using chapter vocabulary</li> <li>• Describe a picture alone or in pairs</li> <li>• Writing using visual cues</li> <li>• Reading for information</li> <li>• Watch and respond to dvd</li> <li>• Audio cd activities</li> <li>• Workbook activities</li> <li>• Listening comprehension to differentiate</li> <li>• Communication functions</li> <li>• Develop a survey about people's preferred sources of information</li> <li>• Practice vocabulary by discussing the latest news</li> </ul>	<p>Other Evidence</p> <ul style="list-style-type: none"> <li>• Quiz on vocabulary</li> <li>• Quiz on croire and paraître</li> <li>• Quiz on object pronouns</li> <li>• Dictée</li> <li>• Quiz on qui est-ce que, qui est-ce qui</li> <li>• Chapter 6 exam</li> </ul>