

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

<i>Mission Statement</i>	<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>
<i>Course Sequence</i>	<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 or German III Honors 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

Course Title Grade Level Credit Prerequisite	French IV 11, 12 ½--1/2 French III with a B average strongly recommended
Course Description	Students in French IV will broaden their vocabulary and strengthen their speaking and writing skills through the contextual use of language. Literature will include short stories, excerpts, and <i>Le Petit Prince</i> , as well as films; these activities will form the basis for speaking and writing activities. Previous grammatical structures are reviewed and studied, and students will work towards proficiency in all of the compound tenses introduced in level III. In addition to formal and informal assessments, students will demonstrate their language ability through presentational and written projects
District-approved Materials and/or Resources	Bien Dit 3

Unit Frameworks

Unit of Study: major topics	Chapitre 5 Bien Dit 3 “ En pleine nature”	Resources that will support instruction: Bien Dit 3 Discovering French Rouge DVD and audio CD’s – Bien Dit Assessment program
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites. • 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities. • 28.B.2a -- pose questions spontaneously in structured situations. • 28.B.2b – produce language using proper pronunciation, intonation and inflection • 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words. • 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. • 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization. • 28.D.2b -- Present a simple written or oral report on familiar topics • 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures. • 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language 	
Objectives	<i>Skill Attainment</i> <ul style="list-style-type: none"> • Comprehension: Students will express astonishment and fear, forbid and give warnings, give general directions, complain and offer encouragement, as well as incorporate all relevant grammatical structures into communication activities. Students will demonstrate comprehension of audio selections • Thematic Vocabulary: comprehend and produce vocabulary of nature and animals, exploration including hiking, extreme outdoor sports and rafting • Accuracy of Expression: incorporate the subjunctive mood with expressions of fear, the imperative, review and use the verbs voir and regarder, apporter, amener, emporter and emmener. Verbs followed by à or de followed by the infinitive, and verbs with idiomatic expressions. • Cultural links: Parks in Louisiana, French and Cajun influence. Public parks in France. Canadian sports, extreme sports guides. 	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none">• Discussion of back to school events• Brief writing comparing and contrasting the French and American park and waterways (c6)• Listening comprehension – (C3)• Grammar assessment on all relevant points (C2)• After discussions of relevant culture, students will give oral presentation on an aspect of French or Canadian natural resources. (C5)• Reading – L'Amérique Francophone (C4); Les Trois Bagues	

Unit Frameworks

Unit of Study: major topics	Chapitre 6 Bien Dit 3 “ La presse”	Resources that will support instruction: Bien Dit 3 Discovering French Rouge DVD and audio CD’s – Bien Dit Assessment program
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites. • 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities. • 28.B.2a -- pose questions spontaneously in structured situations. • 28.B.2b – produce language using proper pronunciation, intonation and inflection • 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words. • 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. • 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization. • 28.D.2b -- Present a simple written or oral report on familiar topics • 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures. • 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language 	
Objectives	<i>Skill Attainment</i> <ul style="list-style-type: none"> • Comprehension: Students will express certainty and possibility, doubt and disbelief; break news and ask about information, and review formation and use of subjunctive • Thematic Vocabulary: comprehend and produce vocabulary of Francophone newspapers and magazines, the news and information. • Accuracy of Expression: incorporate the subjunctive mood with doubt and uncertainty. The verbs croire and paraître. Indefinite expressions quelqu’un, quelque part, etc. Object pronouns, and Interrogative subject and object expressions (Qui est-ce qui, qui est-ce que, etc). More negative expressions. • Cultural links: The Francophone press in the US, journalism in Québec, Créole versus français in Haiti. 	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> • Discussion of current events • Brief writing for creation of a student newspaper • Listening comprehension – Bien Dit 3 • Grammar assessment on all relevant points • After discussions of current events, students will give oral presentation as a part of a class news report • Reading – Bien Dit 3; Les Trois Bagues 	

Unit Frameworks

Unit of Study: major topics	Chapitre 7 Bien Dit 3 “ Notre planète”	Resources that will support instruction: Bien Dit 3 Discovering French Rouge DVD and audio CD’s – Bien Dit Assessment program
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites. • 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities. • 28.B.2a -- pose questions spontaneously in structured situations. • 28.B.2b – produce language using proper pronunciation, intonation and inflection • 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words. • 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. • 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization. • 28.D.2b -- Present a simple written or oral report on familiar topics • 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures. • 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language 	
Objectives	<i>Skill Attainment</i> <ul style="list-style-type: none"> • Comprehension: Students will communicate caution, explain why things happened, make predictions, express assumptions, and express and support an opinion, as well as incorporate all relevant grammatical structures into communication activities. Students will demonstrate comprehension of audio selections • Thematic Vocabulary: comprehend and produce vocabulary of natural phenomena, current environmental issues and solutions. • Accuracy of Expression: incorporate the comparative and superlative, use the passive voice, review and expand knowledge of prepositions, the subjunctive after conjunctions, the expressions quand, lorsque, and dès que. • Cultural links: Climate, environment, electric cars, la minuterie, le français et le monde de la recherche. 	

Assessments	<ul style="list-style-type: none">• Discussion of environmental concerns• Brief writing on global issues• Listening comprehension• Grammar assessment on all relevant points• After discussions of relevant culture, students will participate in debate on environmental issues• Reading – L'Europe Francophone ; King – Petit Nicolas	Other Evidence
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Unit of Study: major topics	Chapitre 8 Bien Dit 3 “ La société”	Resources that will support instruction: Bien Dit 3 Discovering French Rouge DVD and audio CD’s – Bien Dit Assessment program
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites. • 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities. • 28.B.2a -- pose questions spontaneously in structured situations. • 28.B.2b – produce language using proper pronunciation, intonation and inflection • 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words. • 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. • 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization. • 28.D.2b -- Present a simple written or oral report on familiar topics • 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures. • 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language 	
Objectives	<i>Skill Attainment</i> <ul style="list-style-type: none"> • Comprehension: Students will express a point of view, speculate about what happened, ask for assistance, get information and explain., as well as incorporate all relevant grammatical structures into communication activities. Students will demonstrate comprehension of audio selections • Thematic Vocabulary: comprehend and produce vocabulary of political campaigns and government, government services and public service – police, fire, administration. • Accuracy of Expression: contractions with lequell, past subjunctive, adverbs to describe verbs and adjectives, the conditional tense, the verb vaincre • Cultural links: Traveling in the EU, Belgium’s three cultures, administration in France, international organizations, the Swiss government. 	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> • Discussion of election, American versus French politics • Brief writing on presidential election • Listening comprehension • Grammar assessment on all relevant points • After discussions of relevant culture, students will participate in debate on French and American systems • Reading – taking notes, Nicolas Sarkozy ; Les Pêches 	

Unit Frameworks

Unit of Study: major topics	Chapitre 9 Bien Dit 3 “ L’art en fête”	Resources that will support instruction: Bien Dit 3 Discovering French Rouge DVD and audio CD’s – Bien Dit Assessment program
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Objectives	<i>Skill Attainment</i> <ul style="list-style-type: none"> • Comprehension: Students will ask for and give opinions, introduce and change a topic of conversation, make suggestions and recommendations, and give an impression, as well as incorporate all relevant grammatical structures into communication activities. Students will demonstrate comprehension of audio selections • Thematic Vocabulary: comprehend and produce vocabulary of fine arts, music, and performing arts • Accuracy of Expression: inversion, present participles used as adjectives, si versus oui, comparative and superlative, demonstrative pronouns, the verbs savoir versus connaître. • Cultural links: Tahitian crafts, museums in France, music of France, the Antilles, and Polynesia. 	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none">• Discussion of music and the arts• Written reaction to art work• Listening comprehension• Grammar assessment on all relevant points• After discussions of relevant culture, students will participate in reviewing music and performances.• Reading – taking notes, favorite Francophone musician ; Le Portrait	

Unit Frameworks

Unit of Study: major topics	Antoine de Saint Exupéry – “Le Petit Prince”	Resources that will support instruction: Le Petit Prince Packets – comprehension questions and vocabulary Audio CD – spectacle musical Assessment
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	<ul style="list-style-type: none"> • 28.A.2a -- comprehend illustrated stories, audiovisual programs, or websites. • 28.A.2b -- follow instructions in the target language, given one step at a time, for a wide range of activities. • 28.B.2a -- pose questions spontaneously in structured situations. • 28.B.2b -- produce language using proper pronunciation, intonation and inflection • 28.C.2a -- Comprehend written classroom directions, read simple passages, infer meaning of cognates and recognize loan words. • 28.C.2b -- Decode new vocabulary using contextual clues and drawing on words and phrases from prior lessons. • 28.D.2a -- write on familiar topics using appropriate grammar, punctuation and capitalization. • 28.D.2b -- Present a simple written or oral report on familiar topics • 28.D.2c -- Present an original production (e.g. TV commercials, ads, skits, songs) using known vocabulary and grammatical structures. • 29.A.2 -- demonstrate activities (e.g., games, songs and role playing) associated with the target language 	
Objectives	<i>Skill Attainment</i> <ul style="list-style-type: none"> • Comprehension: Students will read, interpret, and discuss the novel ‘Le Petit Prince’ • Thematic Vocabulary: comprehend and produce vocabulary of the novel • Accuracy of Expression: incorporate correct grammatical structures and vocabulary in written and spoken activities • Cultural links: the French stage musical “Le Petit Prince”, the author Antoine de Saint Exupéry, the Occupation period of France during World War II. 	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none">• Discussion of the novel• Written response to questions• Listening comprehension activities / circumlocution• Traditional assessments after each 7 chapters• Final assessment – choice between traditional final test and alternative assessment	

Unit Frameworks

<p>Unit of Study: major topics</p>	<p>Chapitre 10 Bien Dit 3 “ Bon Voyage”</p>	<p>Resources that will support instruction: Bien Dit 3 Discovering French Rouge DVD and audio CD’s – Bien Dit Assessment program</p>
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<p>Objectives</p>	<p><i>Skill Attainment</i></p> <ul style="list-style-type: none"> • Comprehension: Students will ask for and give information and clarifications, remind and reassure, ask for and give help, and ask for directions, as well as incorporate all relevant grammatical structures into communication activities. Students will demonstrate comprehension of audio selections • Thematic Vocabulary: comprehend and produce vocabulary of travel, the airport, and car travel • Accuracy of Expression: prepositions with geographic places, the subjunctive, the future, the past perfect, the causative faire • Cultural links: DROM, autoroutes de la France, tourism careers in France, French driver’s license and system. 	

Assessments	Performance Tasks	Other Evidence
	<ul style="list-style-type: none"> • Discussion of music and the arts • Written reaction to art work • Listening comprehension • Grammar assessment on all relevant points • After discussions of relevant culture, students will participate in reviewing music and performances. • Reading – Le Guide Michelin excerpt ; Le Bracelet 	