

Seymour Public Schools Curriculum

French III

The French III program is devoted primarily to the further study of the more complex structures of French grammar. In addition, a perspective of France, its people, culture and history is presented in some depth. Reading in French literature past and present constitutes a substantial percentage of class activity. Written expression in the form of compositions and themes further increases the student's knowledge of grammar and strengthens his/her vocabulary.

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This unit of French III text, the students will review the countries in which French is spoken. They will focus first on the popular cities of France and their attractions, customs, food, etc. They will also review etiquette in a restaurant and choose which foods to order. Lastly, they will relate their past events from summer vacation in the correct past tense through aural and written exercise.

Grade 11-12	Subject: French III Communication- Introspective
CSDE Standard	Communication Interpersonal Mode: Interpretive mode
Enduring Understanding	Effective communication allows those engaged to understand one another.
Essential Questions	<ul style="list-style-type: none"> • How do I use my understanding of culture to communicate and function appropriately in another culture? • How do I use another language to communicate with others? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How do I present information, concepts and ideas in another language in a way that is understood?
Content Standard:	<ul style="list-style-type: none"> • Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture. • Analyze various elements of the target language (such as time or tense), and compare and contrast them with comparable linguistic elements in English. • Use information acquired from other school subjects to complete activities in the world language classroom. • Use their target language skills and demonstrate cultural understanding while participating in career exploration, volunteer experiences, school-to-work projects or school/individual exchanges with home stay. • Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary. • Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. • Communicate with members of the target culture and interpret information regarding topics of personal, community or world interest. • Demonstrate the ability to access information about the target language and culture(s) from various sources, including the Internet, with assistance if necessary. • Use appropriate gestures, when necessary, to make their messages comprehensible. • Exchange thoughts about people, activities and events in their personal lives or communities. • Exchange opinions on a variety of topics, including issues of contemporary or historical interest in the target and their native cultures. • Recognize that there are often multiple ways to express an idea in the target language.
Performance	<ul style="list-style-type: none"> • Order food in French

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Expectations (Student outcomes)	<ul style="list-style-type: none"> • Orally and written describe summer vacation • Identify countries that speak French 		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Overhead projector • Text • DVDs • Workbook • Supplemental workbook • Supplemental worksheets 	<ul style="list-style-type: none"> • Test • Quizzes • Homework • Dialogues 	

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In this unit, the students will determine how to ask for and give directions; express impatience, and reassure someone in distress. They will also communicate why they are bored or enthusiastic about a situation. They will construct these sentences employing their previously acquired vocabulary and grammar, especially with adjectives and relative pronouns. They will also produce imperative directives, including, but not exclusive to, vocabulary in this unit.

Grade 11-12	Subject: French III Communication-Presentation (Understanding)
CSDE Standard	Communication Interpersonal Mode: Presentational mode
Enduring Understanding	Effective communication allows those engaged to understand one another.
Essential Questions	<ul style="list-style-type: none"> • How do I use another language to communicate with others? • How do I present information, concepts and ideas in another language in a way that is understood?
Content Standard:	<ul style="list-style-type: none"> • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages. • Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. • Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language. • Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports.
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions. • In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics. • Ask for and give directions • Reassure or offer help to someone • Explain why you are bored or enthusiastic about something • Express likes or dislikes over every day topics • Express gratitude, apologize, or excitement

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Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)
<ul style="list-style-type: none">• Whole Class instruction• Teacher-facilitated group work• Word study: Developing content vocabulary• Reciprocal teaching• Differentiation	<ul style="list-style-type: none">• Text• DVDs• Workbook• Supplemental workbook• Supplemental worksheets• CDs	<ul style="list-style-type: none">• Test• Quizzes• Exit slips• Group dialogues• Homework• Comic strip project

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In this unit, the students will acquire the vocabulary necessary to ask for, grant, and refuse permission. They will express the need of obligation to one another. In prospective social situations, they will create dialogues of forbidding one another as well as reproaching as the case may be. They must justify an action as well as presenting as appropriate means to reject another's excuse.

The students will also be introduced to the subjunctive mood, a mood which is nearly obsolete in English. They will distinguish the differences in the target language, and will need to employ higher-order thinking skills in its application in every day usage. They will give examples in both affirmative and negative statements.

Lastly, they will review household chores and examine their responsibilities both familial and social.

Grade 11-12	Subject: French III Communication-Presentation (Interaction)
CSDE Standard	Communication Interpersonal Mode: Presentational mode
Enduring Understanding	Effective communication allows those engaged to understand one another.
Essential Questions	<ul style="list-style-type: none"> • How do I present information, concepts and ideas in another language in a way that is understood? • How do I use another language to communicate with others?
Content Standard:	<ul style="list-style-type: none"> • Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports. • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages. • Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. • Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. • Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language. • Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. • Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language.

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Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions. • In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics. • Accept and reject an excuse • Ask, grant, refuse permission • Use the subjunctive mood • Describe home and school chores and tasks 		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Teacher-facilitated group work • Word study: Developing content vocabulary • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Text • DVDs • Workbook • Supplemental workbook • Supplemental worksheets • CDs 	<ul style="list-style-type: none"> • Test • Quizzes • Exit slips • Group dialogues • Homework 	

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In this unit, the students will acquire the vocabulary necessary to ask for and give opinions. They will pay and respond compliments to and from one another. In social situations, e.g. school or festivities, they will be able to point out and identify other people and things.

The Students will also be introduced to the causative **faire**. They will distinguish the differences in the target language, and will need to employ higher-order thinking skills in its application in every day usage. They will give examples in both affirmative and negative statements, and employ the verb in every previously-studied tense.

Lastly, they will review clothing and hair styles and discuss their influences over many decades.

Grade 11-12	Subject: French III Communication-Presentational (Asking Questions)
CSDE Standard	Communication Interpersonal Mode: Presentational mode
Enduring Understanding	Effective communication allows those engaged to understand one another.
Essential Questions	<ul style="list-style-type: none"> • How do I use another language to communicate with others? • How do I present information, concepts and ideas in another language in a way that is understood?
Content Standard:	<ul style="list-style-type: none"> • Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language. • Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports. • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages. • Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. • Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. • Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language. • Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. • Prepare oral presentations and/or written summaries on topics of current or historical interest in the target

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	language.		
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • In at least one language other than English, students will engage in conversation and correspondence, provide and obtain information, express feelings and exchange opinions. • In at least one language other than English, students will present information, concepts and ideas to listeners or readers on a variety of topics. • Express likes/dislikes of clothing and hairstyles • Use causative faire • Gives and responds to compliments 		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Teacher-facilitated group work • Word study: Developing content vocabulary • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Text • DVDs • Workbook • Supplemental workbook • Supplemental worksheets • CDs 	<ul style="list-style-type: none"> • Test • Quizzes • Exit slips • Group dialogues • Homework • Fashion History Project 	

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In this unit, the students will acquire the vocabulary necessary to express their interests and intentions in their future. They will give advice to one another, and accept or reject that advice accordingly. The students will express their wishes in two new tenses, the *future* and *conditional*. In addition to the acquisition of career vocabulary, they will learn to write a resume and letter of intention for a prospective job opening.

Grade 11-12	Subject: French III Communication-Presentational (Expressing Ideas)
CSDE Standard	Communication Interpersonal Mode: Presentational mode
Enduring Understanding	Effective communication allows those engaged to understand one another.
Essential Questions	<ul style="list-style-type: none"> • How do I use another language to communicate with others? • How do I use my understanding of culture to communicate and function appropriately in another culture? • How do I demonstrate an understanding of the similarities, differences and interactions across languages? • How do I present information, concepts and ideas in another language in a way that is understood?
Content Standard:	<ul style="list-style-type: none"> • Use a dictionary or thesaurus written entirely in the target language, as appropriate, to select words for use in preparing written and oral reports. • Express their likes and dislikes regarding various people, objects, categories and events present in their everyday environments. • Employ rephrasing and circumlocution, i.e., using other words and gestures to explain words or concepts, to successfully communicate their messages. • Participate in culturally appropriate exchanges that reflect social amenities such as expressing gratitude, extending and receiving invitations, apologizing and communicating preferences. • Make brief presentations to their class in the target language on topics of personal interest or topics that have been studied in other subject areas. • Effectively use repetition, rephrasing and gestures to assist them in communicating their meaning in the target language. • Exchange information with peers and the teacher (both face-to-face and in writing) about events in their everyday lives and experiences from their past. • Prepare oral presentations and/or written summaries on topics of current or historical interest in the target language

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Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • Express wishes in future and conditional tense • Write a resume and letter of intent for a job opening 		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Teacher-facilitated group work • Word study: Developing content vocabulary • Reciprocal teaching • Differentiation 	<ul style="list-style-type: none"> • Text • DVDs • Workbook • Supplemental workbook • Supplemental worksheets • CDs 	<ul style="list-style-type: none"> • Test • Quizzes • Exit slips • Group dialogues • Homework 	

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In this unit on culture and geography, students should gain the skill to analyze the culture, evaluate it within its context, compare it to their culture, and develop the ability to function comfortably in that culture.

Skill and practice in the analysis of cultural phenomena equip students to enter a cultural situation, assess it, create strategies for dealing with it, and accepting it as a natural part of the people. The philosophy is to reduce the “we vs. they” approach to culture. If students are encouraged to accept and appreciate the diversity of other cultures, they will be able to develop the risk-taking strategies necessary to learn a language and to interact with people of different cultures.

Although there are many ways to approach teaching culture, two effective means are questioning-in which the teacher encourages the students to be more observant of the world around them, e.g.-realia, food, television, movies, etc. The other is by associating words with images, explain the cultural connotation with picture and/or themes.

The countries, cities, and areas of study include, but not limited to, the clothing, environment, foods, careers, etc. of:

- France
- Belgium
- Switzerland
- Luxembourg
- Monaco
- Senegal

Grade 11-12	Subject: French III Culture and Geography
CSDE Standard	<ul style="list-style-type: none"> • Cultures • Comparisons among Cultures
Enduring Understanding	Although cultures can be diverse, there exist many commonalities.
Essential Questions	<ul style="list-style-type: none"> • How do I use my understanding of culture to communicate and function appropriately in another culture? • How do I demonstrate an understanding of the similarities, differences, and interactions across cultures?
Content Standard:	<ul style="list-style-type: none"> • Observe and identify tangible products of the target language, such as toys, dress, and types of dwellings, musical instruments and typical foods. • Identify experience or read about, and discuss expressive forms of the culture, including but not limited to literature, periodicals, films, television, websites and the fine arts, in order to explore their effects on the larger community. • Participate in age-appropriate cultural activities, such as games, songs, birthday celebrations, storytelling,

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	<p>dramatizations or role-playing of the target culture.</p> <ul style="list-style-type: none"> • Use appropriate gestures and oral expressions for greetings, farewells and common or familiar classroom interactions of the target culture. • Identify, discuss and analyze various patterns of behaviors or interactions that are typical of the target culture. • Identify, discuss, analyze and evaluate themes, ideas and perspectives that are related to the target culture. • Observe, identify and discuss patterns of behavior or interaction that are typical of their peer group in the target culture. • Identify, compare and contrast different forms of communication across cultures, including signs, symbols, advertisements, packages, displays, murals, songs and rhymes. • Investigate and report on cultural traditions and celebrations, such as holidays, birthdays, “coming of age” celebrations, seasonal festivals, religious ceremonies and recreational gatherings, that exist across cultures. • Use new and evolving information and perspectives to demonstrate understanding of the similarities and differences across cultures. • Analyze how other cultures view the role of the United States in the world arena. • Use new and evolving information and perspectives to identify universals of human experience across cultures and to demonstrate empathy and respect for the people(s) of other cultures. 		
<p>Performance Expectations (Student outcomes)</p>	<ul style="list-style-type: none"> • In at least one language other than English, students will demonstrate an understanding of the products, practices and perspectives of the cultures studied, and will use their cultural knowledge for interpersonal, interpretative and presentational communication. Including but not limited to France, Belgium, Switzerland, Luxembourg, Monaco and Senegal • In at least one language other than English, students will demonstrate an understanding of the concept of culture through comparisons across cultures. • Compare clothing, environment, food, careers, and recreation 		
<p style="text-align: center;">Strategies/Modes (example)</p> <ul style="list-style-type: none"> • Small group work • Differentiation • Word study: Developing content vocabulary • Whole class instruction • Homework 	<p style="text-align: center;">Materials/Resources (examples)</p> <ul style="list-style-type: none"> • Text • Realia demonstrations • Songs • Stories • Films • Video Clips • Poetry • Worksheets 	<p style="text-align: center;">Assessments (examples)</p> <ul style="list-style-type: none"> • Quizzes • Map Quizzes • Puzzles • Games • Worksheets • Homework 	

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The students will study French history from its prehistoric roots to the 21st Century. They will relate facts and dates to World History, Geography, and U.S. History that they have previously, currently, or will have studied at Seymour High School.

Grade 11-12	Subject: French III History		
CSDE Standard	Connections (Interdisciplinary mode)		
Enduring Understanding	Understanding of another language will help to reinforce and expand knowledge of other disciplines.		
Essential Questions	<ul style="list-style-type: none"> • How do I use my understanding of another language and culture to reinforce and expand my knowledge of other disciplines, and vice versa? 		
Content Standard:	<ul style="list-style-type: none"> • Acquire more complex and abstract information from a variety of authentic sources in the world language classroom and integrate it with other school subjects. • Develop the necessary skills to use the Internet in order to gain greater access to the target culture(s). 		
Performance Expectations (Student outcomes)	<ul style="list-style-type: none"> • In at least one language other than English, students will reinforce and expand their knowledge of other areas of study through the world language, and vice versa. • Demonstrate knowledge of French History and compare it to U.S. History. 		
Strategies/Modes (example)	Materials/Resources (examples)	Assessments (examples)	
<ul style="list-style-type: none"> • Whole Class instruction • Pair and group work (review) • Differentiation 	<ul style="list-style-type: none"> • Worksheets • Puzzles • Review games Des origins a L'occupation romaine Des Francs a la Renaissance De la Reforme a Charles X De Louis-Philippe au present 	<ul style="list-style-type: none"> • Review questions • Trivia questions • Quizzes • Tests • History Projects 	