

CARLISLE AREA SCHOOL DISTRICT  
Carlisle, PA 17013

# **Honors French III**

## **Grades 10-12**

Date of Board Approval: March 16, 2006  
Date of Board Reapproval: October 17, 2013  
Begins in 2014-2015 School Year

CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE

Title of Course: Honors French III Subject Area: World Language Grade Level: 10-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 5 days a week

Prerequisites: French II Credit: 1 Level: III

**Course Description/Objectives:** The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. The study of world languages can foster the ability of students to: communicate and interact with people in the target language; improve their understanding and sensitivity to cultural similarities and differences; develop an appreciation of cultural differences; succeed in an ever-changing and competitive global community; enter into a diverse workplace and/or continued education; improve critical thinking and problem solving skills; engage in life-long learning; and participate in local, national and world communities.

Major Text(s)/Resources:

*Discovering FrenchRouge; Level III* McDougal Littell 1990

Name of French III Curriculum Writing Committee:

David Helman

<b>Strand or Unit: 12.1 Communication in a target language</b>		<b>Subject Area: French III</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Activities</b>	<b>Assessments</b>
A. Know details of the sound system and spelling pattern of the target language.	<ul style="list-style-type: none"> <li>• Speak and model phrases and sentences with refined pronunciation, rhythm and intonation with accuracy and cultural understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Paired/group oral activities.</li> <li>• Pronunciation exercises concentrating on rhythm, intonation, and/or specific sounds.</li> <li>• Individual/group response to oral prompts.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of paired/group oral activities.</li> <li>• Individual oral presentations.</li> <li>• Teacher assessment of individual responses to oral prompts.</li> </ul>
B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.	<ul style="list-style-type: none"> <li>• Speak and write advanced vocabulary and idiomatic expressions used by native speaking student of the French.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations.</li> <li>• Skit presentations.</li> <li>• Written compositions.</li> </ul>
B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.	<ul style="list-style-type: none"> <li>• Speak and write sentences and dialogues using medical terminology.</li> <li>• Speak and write sentences and dialogues using money vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Write and present of skits.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations.</li> <li>• Skit presentations.</li> <li>• Written compositions.</li> </ul>
B. Know advanced vocabulary and idiomatic expressions used in speaking and writing.	<ul style="list-style-type: none"> <li>• Speak and write sentences, compositions, and dialogues using advanced vocabulary and idiomatic expressions about transportation, communication and lodging.</li> </ul>	<ul style="list-style-type: none"> <li>• Write of compositions on assigned topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral presentations.</li> <li>• Skit presentations.</li> <li>• Written compositions.</li> </ul>
C. Recognize advanced vocabulary through listening and reading selections.	<ul style="list-style-type: none"> <li>• Comprehend spoken and written sentences through listening and reading selections using advanced vocabulary terms from textbooks, newspapers, student readers and magazines.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct listening comprehension activities on CD/DVD and internet media sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of student responses to listening comprehensions exercises.</li> </ul>

<b>Strand or Unit: 12.1 Communication in a target language</b>		<b>Subject Area: French III</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Activities</b>	<b>Assessments</b>
C. Recognize advanced vocabulary through listening and reading selections.	<ul style="list-style-type: none"> <li>Discuss public figures.</li> <li>Write a paragraph about French public figures.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to teacher questions and directions.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriateness of student response to teacher questions and directions.</li> </ul>
C. Recognize advanced vocabulary through listening and reading selections.	<ul style="list-style-type: none"> <li>Discuss historical French figures.</li> <li>Write a paragraph about French historical figures.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in class discussion of assigned topic.</li> </ul>	<ul style="list-style-type: none"> <li>Quality and frequency of student participation in class discussion.</li> </ul>
C. Recognize advanced vocabulary through listening and reading selections.	<ul style="list-style-type: none"> <li>Discuss and write about news events in French-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>Write answers to comprehension questions on assigned readings.</li> </ul>	<ul style="list-style-type: none"> <li>Correctness of student responses to comprehension questions on assigned readings.</li> </ul>
D. Know simple, compound and complex sentence and question structures in order to communicate and comprehend.	<ul style="list-style-type: none"> <li>Develop and use simple, compound and complex sentence and question structures to communicate and comprehend.</li> </ul>	<ul style="list-style-type: none"> <li>Write summaries of readings.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student presentation of project.</li> <li>Evaluation of student compositions.</li> </ul>
D. Know simple, compound and complex sentence and question structures in order to communicate/and comprehend.	<ul style="list-style-type: none"> <li>Develop and use simple, compound and complex sentence and question structures to communicate and comprehend.</li> </ul>	<ul style="list-style-type: none"> <li>Write compositions on assigned topics.</li> <li>Participate in paired or group oral activities.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student presentation of project.</li> <li>Evaluation of student compositions.</li> </ul>

Strand or Unit: 12.1 Communication in a target language		Subject Area: French III	Grade: 10-12
PA Academic Standards	Performance Indicators	Sample Activities	Assessments
E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.	<ul style="list-style-type: none"> <li>Discuss two paragraphs: one in English and one in the French.</li> </ul>	<ul style="list-style-type: none"> <li>Project in which students find and present a paragraph in French containing at least two cognates and a paragraph in English containing at least two words from French.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student presentation of project.</li> <li>Evaluation of student compositions.</li> </ul>
E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.	<ul style="list-style-type: none"> <li>Select words from different origins.</li> <li>Compare their use in English and in French.</li> </ul>	<ul style="list-style-type: none"> <li>Project in which students find and present a paragraph in French containing at least two cognates and a paragraph in English containing at least two words from French.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student presentation of project.</li> <li>Evaluation of student compositions.</li> </ul>
E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.	<ul style="list-style-type: none"> <li>Comparative discussion with classmates.</li> <li>Comparative discussion with teacher.</li> </ul>	<ul style="list-style-type: none"> <li>Write a composition in which selected cognates are used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student presentation of project.</li> <li>Evaluation of student compositions.</li> </ul>
E. Analyze and compare the origins and meanings of common target language words used frequently in the English language.	<ul style="list-style-type: none"> <li>Write a paragraph French using selected word from different origins</li> </ul>	<ul style="list-style-type: none"> <li>Write a composition in which selected cognates are used correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student presentation of project.</li> <li>Evaluation of student compositions.</li> </ul>
F. Analyze how the target language has influenced the school curriculum.	<ul style="list-style-type: none"> <li>Make a presentation or write a paragraph in French about another subject area explaining the connections.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct oral presentations illustrating the importance and influence of French-speaking countries in the areas of history, art, mathematics and science.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student oral presentation</li> <li>Evaluation of student research reports</li> </ul>

<b>Strand or Unit: 12.1 Communication in a target language</b>		<b>Subject Area: French III</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Activities</b>	<b>Assessments</b>
F. Analyze how the target language has influenced the school curriculum.	<ul style="list-style-type: none"> <li>Make a presentation or write a composition about French influence in history, art, mathematics, environment and ecology.</li> </ul>	<ul style="list-style-type: none"> <li>Research topics illustrating the importance and influence of French-speaking countries in the areas of history, art, mathematics and science.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of student oral presentation</li> <li>Evaluation of student research reports</li> </ul>

<b>Strand or Unit: 12.3 The Role of Culture in World Language Acquisition</b>		<b>Subject Area: French III</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Activities</b>	<b>Assessments</b>
A. Explain a variety of services, products and customs of the target language.	<ul style="list-style-type: none"> <li>• Speak and write about cultural aspects of services, products and customs in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions.</li> <li>• Designed tourism travel brochure.</li> <li>• Write commercials for a product or service.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of contribution to class discussion.</li> <li>• Commercials, reenactments, and written and/or oral reports.</li> </ul>
A. Explain a variety of services, products and customs of the target language.	<ul style="list-style-type: none"> <li>• Speak in a dialogue or presentation about popular French culture and French commerce and tourism.</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a reenactment of a cultural custom.</li> <li>• Write and/or present reports on selected cultural topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluation of contribution to class discussion.</li> <li>• Commercials, reenactments, and written and/or oral reports.</li> </ul>
B. Assess cultural patterns in a variety of social settings.	<ul style="list-style-type: none"> <li>• Generate spontaneous oral and written role-plays and interviews in a culturally competent manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Converse with groups of students visiting from France (or other francophone country).</li> </ul>	<ul style="list-style-type: none"> <li>• Quality and quantity of student participation in conversation groups</li> <li>• Evaluation of skits and presentations.</li> </ul>
B. Assess cultural patterns in a variety of social settings.	<ul style="list-style-type: none"> <li>• Express emotion in French.</li> <li>• Converse with speakers in French.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct skits pertaining to routine business transactions which are written and presented to the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality and quantity of student participation in conversation groups</li> <li>• Evaluation of skits and presentations.</li> </ul>
B. Assess cultural patterns in a variety of social settings.	<ul style="list-style-type: none"> <li>• Negotiate everyday business routines (e.g. bank, service station).</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct presentations involving social situations requiring the expression of emotion.</li> </ul>	<ul style="list-style-type: none"> <li>• Quality and quantity of student participation in conversation groups</li> <li>• Evaluation of skits and presentations.</li> </ul>

<b>Strand or Unit: 12.3 The Role of Culture in World Language Acquisition</b>		<b>Subject Area: French III</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Activities</b>	<b>Assessments</b>
C. Compare and contrast the similarities and differences in social institutions between cultures.	<ul style="list-style-type: none"> <li>Read, interpret, discuss, and write about cultural similarities and differences in specific social interactions in two cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Internet based project in which students must research and then compare and contrast a selected social institution between cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the content of internet research and the resulting project.</li> </ul>
C. Compare and contrast the similarities and differences in social institutions between cultures.	<ul style="list-style-type: none"> <li>Read, interpret, discuss and write about the French educational and health care systems.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss assigned readings pertaining to specific social interactions.</li> </ul>	<ul style="list-style-type: none"> <li>Quality and quantity of student participation in class discussion.</li> </ul>
C. Compare and contrast the similarities and differences in social institutions between cultures.	<ul style="list-style-type: none"> <li>Read, interpret, discuss and write about French family customs and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast various family customs and traditions in the francophone and American cultures.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of student writing on selected topics.</li> </ul>
D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.	<ul style="list-style-type: none"> <li>Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in French).</li> </ul>	<ul style="list-style-type: none"> <li>Produce videos.</li> <li>Give Power Point presentations.</li> <li>Written and oral reports.</li> <li>Visual displays.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the content and quality of student-produced work (videos, presentations, displays, etc.)</li> <li>Assessment of student writing</li> </ul>
D. Apply cultural information from a variety of sources in the target language about a topic being studied in other school subjects.	<ul style="list-style-type: none"> <li>Research and select culturally competent information from multiple sources for presentation (e.g., written, oral, visual in French).</li> </ul>	<ul style="list-style-type: none"> <li>Produce videos.</li> <li>Give Power Point presentations.</li> <li>Written and oral reports.</li> <li>Visual displays</li> </ul>	<ul style="list-style-type: none"> <li>Written and oral reports.</li> <li>Visual displays.</li> </ul>



<b>Strand or Unit: 12.5 World Languages in the Community</b>		<b>Subject Area: French III</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Activities</b>	<b>Assessments</b>
A. Identify employment areas in the local community where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> <li>Name local employers in which language skills may be used.</li> <li>Use French at the necessary language proficiency level to interact with local community members in their occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Obtain local employment agency listing for jobs in which fluency in French is required or desired followed by presentation of findings to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research.</li> <li>Assessment of class presentation of employment research findings.</li> </ul>
A. Identify employment areas in the local community where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> <li>Research and make a presentation about French occupation and profession names.</li> <li>Research and make a presentation about career options using the French language</li> </ul>	<ul style="list-style-type: none"> <li>Conduct internet search for listing of employment areas in which fluency in the French language is required or desired and for local examples of such employment which are presented to the class.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research.</li> <li>Assessment of class presentation of employment research findings.</li> </ul>
B. Know national employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> <li>Name national employers in which language skills may be used.</li> </ul>	<ul style="list-style-type: none"> <li>Search employment ads in major national newspaper for employment opportunities in jobs requiring or desiring fluency in the French language.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research.</li> <li>Assessment of the quality and manner of student presentation of research findings.</li> </ul>
B. Know national employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> <li>Use the French language at the necessary language proficiency level to interact with local community members in their occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Search employment ads in major national newspaper for employment opportunities in jobs requiring or desiring fluency in the French language.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research.</li> <li>Assessment of the quality and manner of student presentation of research findings.</li> </ul>
B. Know national employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> <li>Name national employers in which language skills may be used.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct internet research of employment areas using language skills and current availability of and demand for employment in those areas.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research.</li> <li>Assessment of the quality and manner of student presentation of research findings.</li> </ul>

<b>Strand or Unit: 12.5 World Languages in the Community</b>		<b>Subject Area: French III</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Activities</b>	<b>Assessments</b>
B. Know national employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> <li>Use the French language at the necessary language proficiency level to interact with local community members in their occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct internet research of employment areas using language skills and current availability of and demand for employment in those areas.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research.</li> <li>Assessment of the quality and manner of student presentation of research findings.</li> </ul>
C. Know global employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> <li>Name global employers in which French language skills may be used.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct internet research of employment opportunities in international business and other areas requiring/desiring fluency in the French language.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research</li> <li>Assessment of the quality and manner of student presentation</li> </ul>
C. Know global employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> <li>Use the French language in the necessary language proficiency level to interact with local community members in the occupations.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct internet research of employment opportunities in international business and other areas requiring or desiring fluency in the French language.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research.</li> <li>Assessment of the quality and manner of student presentation.</li> </ul>
C. Know global employment opportunities where the language is used and how and why the target language is necessary.	<ul style="list-style-type: none"> <li>Research and discuss career options utilizing the French language.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct presentations of global employment areas and of specific employment opportunities where fluency in French is required or desired.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research.</li> <li>Assessment of the quality and manner of student presentation.</li> </ul>
D. Explain comparisons and connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those that speak a target language.	<ul style="list-style-type: none"> <li>Use speaking, writing, and reading to compare and connect local, national, and global employment opportunities for those who speak English and those who speak English and French.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct research on the advantages of fluency in French and English as contrasted with fluency in English alone in the area of local, national, and global employment opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the quality and thoroughness of student research.</li> </ul>

<b>Strand or Unit: 12.5 World Languages in the Community</b>		<b>Subject Area: French III</b>	<b>Grade: 10-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Activities</b>	<b>Assessments</b>
D. Explain comparisons and connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those that speak a target language	<ul style="list-style-type: none"> <li>Research and discuss employment opportunities requiring fluency in the French language.</li> </ul>	<ul style="list-style-type: none"> <li>Conduct search of employment ads in local, national, and international newspapers for available employment opportunities requiring or desiring fluency in the French language.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the quality of the presentation and contrast of employment opportunities for those individuals processing fluency in French and English as compared to those with fluency in English alone</li> </ul>
D. Explain comparisons and connections for employment opportunities that can be made in the local, national, and global English-speaking communities with those that speak a target language	<ul style="list-style-type: none"> <li>Research and discuss employment opportunities requiring fluency in the French language.</li> </ul>	<ul style="list-style-type: none"> <li>Contact employment agencies, unemployment offices, and college placement offices to search for job openings requiring or desiring fluency in French.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the quality of the presentation and contrast of employment opportunities for those individuals processing fluency in French and English as compared to those with fluency in English alone.</li> </ul>

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)