

2010

FRENCH III CURRICULUM



Curriculum Writer: Lisa DiPaola

BARRINGTON PUBLIC SCHOOLS

6/1/010

FRENCH III CURRICULUM

Curriculum Writer: Lisa DiPaola

WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>1. COMMUNICATION</p> <p>1.1 Provides and obtains information, expresses feelings and emotions, and exchanges opinions (speaking)</p>		<p>The student</p> <p>1.1.1 Applies all the benchmarks from French I and II</p> <p>1.1.2 Review uses of:</p> <ul style="list-style-type: none"> • present tense • passé composé • imperfect • future • conditional • imperatives <p>1.1.3 Employs the present subjunctive and the past subjunctive in order to express emotions, doubt, likes and dislikes, and judgments</p> <p>1.1.4 Exhibits logical organization and language use, appropriate to audience, context, and purpose (GSE, OC-10-2.1)</p> <p>1.1.5 Employs vocabulary and grammar to discuss literature in historical context (e.g. Hugo, Molière)</p> <p>1.1.6 Uses French to accurately problem solve in personal and classroom situations, (e.g. spontaneously explain why didn't you complete homework)</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting 	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> • Bon Voyage • Bon Voyage Workbook <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • Language tapes • French dictionaries <p><u>Ancillary Materials</u> <u>Bon Voyage</u></p> <ul style="list-style-type: none"> • bell ringer reviews • communicative activities • language lab cassettes/ CDs • overhead transparencies • student workbook • tape manual • video & workbook <ul style="list-style-type: none"> • <i>Realia</i> e.g. <ul style="list-style-type: none"> • advertisements • currency • current events • menus • recipes <p><u>Technology</u></p> <ul style="list-style-type: none"> • www.actfl.org • www.french.glencoe.com • www.barringtonschools.org • Language Lab (BHS only) • CDs, tapes • Computer lab • LCD projector/ laptop • Elmo • VCR/DVD • Internet • Smart Board <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clocks • Flashcards • Maps/globe • Picture cards • Situation aids • White boards with erasers, and markers 	<p><u>REQUIRED</u></p> <ul style="list-style-type: none"> • Midyear exam • Comprehensive course assessment • Common tasks (Vacation) • Formative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <ul style="list-style-type: none"> • Pronunciation • Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> • On demand • Extended <ul style="list-style-type: none"> ○ Francophone world, art, Vacations • Common Tasks <ul style="list-style-type: none"> ○ Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing

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		<p>1.1.7 Provides researched information in French for an audience</p> <p>1.1.8 Creates statements and questions in a variety of tenses:</p> <ul style="list-style-type: none"> • present tense • passé compose • imperfect • future • conditional • imperatives • subjunctive 	<ul style="list-style-type: none"> • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • Guest speakers • Field trips 	<ul style="list-style-type: none"> • Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing in English language (report and persuasive) • Expressive (reflective writing)
<p>1. COMMUNICATION</p> <p>1.2 Understands and interprets written and spoken French on a variety of topics (listening)</p>		<p>The student</p> <p>1.2.1 Applies all the benchmarks from French I and II in greater depth, content, and complexity</p> <p>1.2.2 Understands grammatical terminology in French</p> <p>1.2.3 Uses target language in listening with the following core vocabulary:</p> <ul style="list-style-type: none"> • leisure activities • les jeunes • les vacances • les Natives • la météo • les Touaregs • les fêtes • le camping 	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p>	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> • <u>Bon Voyage</u> • <u>Bon Voyage Workbook</u> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • Language tapes • French dictionaries <p><u>Ancillary Materials</u></p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> • bell ringer reviews • communicative activities • language lab cassettes/ CDs • overhead transparencies • student workbook • tape manual • video & workbook <ul style="list-style-type: none"> • <u>Realia</u> e.g. <ul style="list-style-type: none"> • advertisements • currency • current events • menus • recipes <p><u>Technology</u></p> <ul style="list-style-type: none"> • www.actfl.org • www.french.glencoe.com • www.barringtonschools.org • Language Lab (BHS only) 	<p>REQUIRED</p> <ul style="list-style-type: none"> • Midyear exam • Comprehensive course assessment • Common tasks (Vacation) • Formative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

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		<p>1.2.4 Follows verbal instructions to perform specific tasks and to answer questions (<i>GLE, OC 10-1.1</i>)</p> <p>1.2.5 Recognizes the distinction between the various tenses and moods, e.g. indicative vs. subjunctive,</p> <p>1.2.6 Understands plot, sequences and character development through literary discussion</p> <p>1.2.7 Understands content of teacher lectures, guest speakers, videos, and student led discussions, e.g. announcements, current events</p> <p>1.2.8 Recognizes the distinction between present, past, future, imperfect, conditional, pluperfect, imperative, present and past subjunctive</p>	<p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<ul style="list-style-type: none"> • CDs, tapes • Computer lab • LCD projector/ laptop • Elmo • VCR/DVD • Internet • Smart Board <p>Materials</p> <ul style="list-style-type: none"> • Clocks • Flashcards • Maps/globe • Picture cards • Situation aids • White boards with erasers, and markers <p>School library</p> <p>Community</p> <ul style="list-style-type: none"> • Guest speakers • Field trips 	<p>Oral</p> <ul style="list-style-type: none"> • Pronunciation • Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> • On demand • Extended <ul style="list-style-type: none"> ◦ Francophone world, art, Vacations • Common Tasks <ul style="list-style-type: none"> ◦ Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing • Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing in English language (report and persuasive) • Expressive (reflective writing)
<p>1. COMMUNICATION</p> <p>1.2 Understands written French on a variety of topics (reading)</p>		<p>The student</p> <p>1.2.9 Applies all the benchmarks from French I and II in greater depth, content, and complexity</p> <p>1.2.10 Employs reading strategies with</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence 	<p>Textbooks</p> <ul style="list-style-type: none"> • <u>Bon Voyage</u> • <u>Bon Voyage Workbook</u> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Language tapes • French dictionaries <p>Ancillary Materials</p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> • bell ringer reviews 	<p>REQUIRED</p> <ul style="list-style-type: none"> • Midyear exam • Comprehensive course assessment • Common tasks (Vacation) • Formative assessments <p>SUGGESTED</p> <p>Anecdotal records</p>

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		<p>authentic, graded literary selections, and current events in the target language</p> <p>1.2.11 Employs appropriate reading strategies e.g.</p> <ul style="list-style-type: none"> • summarizing and paraphrasing • jig saw reading • think pair share • read aloud • guessing meaning • skimming and scanning from context, activating prior knowledge <p>1.2.12 Reads for a variety of purposes to:</p> <ul style="list-style-type: none"> • increase vocabulary • gain understanding • appreciate the experience of others • reinforce the conventions of the language <p>1.2.13 Reads for a variety of purposes to:</p> <ul style="list-style-type: none"> • increase vocabulary • gain understanding • discuss the experience of others • reinforce the conventions of the language (GLE,W-8-2.3) 	<ul style="list-style-type: none"> • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self- 	<ul style="list-style-type: none"> • communicative activities • language lab cassettes/ CDs • overhead transparencies • student workbook • tape manual • video & workbook • <i>Realia</i> e.g. <ul style="list-style-type: none"> • advertisements • currency • current events • menus • recipes <p><u>Technology</u></p> <ul style="list-style-type: none"> • www.actfl.org • www.french.glencoe.com • www.barringtonschools.org • Language Lab (BHS only) • CDs, tapes • Computer lab • LCD projector/ laptop • Elmo • VCR/DVD • Internet • Smart Board <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clocks • Flashcards • Maps/globe • Picture cards • Situation aids • White boards with erasers, and markers <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • Guest speakers • Field trips 	<p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <ul style="list-style-type: none"> • Pronunciation • Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> • On demand • Extended <ul style="list-style-type: none"> ○ Francophone world, art, Vacations • Common Tasks <ul style="list-style-type: none"> ○ Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing • Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing in

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		<p>1.2.14 Speaks and/or writes in response to reading (GLE W-8-2.1)</p> <p>1.2.15 Selects and summarizes key ideas in English and French from literary or informational text (GLE, W-8-2.1)</p> <p>1.2.16 Enhances and supports class work with outside readings, e.g. when reading current events</p>	<p>assessment</p> <ul style="list-style-type: none"> facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 		<p>English language (report and persuasive)</p> <ul style="list-style-type: none"> Expressive (reflective writing)
<p>1. COMMUNICATION</p> <p>1.3 Presents information concepts, and ideas in French to an audience of listeners or readers (writing)</p>		<p>The student</p> <p>1.3.1 Applies all the benchmarks from French I and II in greater depth, content, and complexity</p> <p>1.3.2 Correctly spells grade appropriate high frequency words and applies conventional spelling patterns/rules (GLE W-7-9-5), including accent marks</p> <p>1.3.3 Uses prewriting, drafting, revising, and editing to produce final draft of written products (GSE, W-10-10)</p> <p>1.3.4 Writes paragraphs and short papers using simple and complex sentences and the core vocabulary, e.g. idioms with</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p>	<p>Textbooks</p> <ul style="list-style-type: none"> <u>Bon Voyage</u> <u>Bon Voyage Workbook</u> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> Language tapes French dictionaries <p>Ancillary Materials <u>Bon Voyage</u></p> <ul style="list-style-type: none"> bell ringer reviews communicative activities language lab cassettes/ CDs overhead transparencies student workbook tape manual video & workbook <ul style="list-style-type: none"> <i>Realia</i> e.g. <ul style="list-style-type: none"> advertisements currency current events menus recipes <p>Technology</p> <ul style="list-style-type: none"> www.actfl.org www.french.glencoe.com www.barringtonschools.org Language Lab (BHS only) 	<p>REQUIRED</p> <ul style="list-style-type: none"> Midyear exam Comprehensive course assessment Common tasks (Vacation) Formative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> Student to student Teacher to student Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p>

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		<p>avoir and faire to express developed ideas (GSE, W-10-1-1.1)</p> <p>1.3.5 Applies rules of target language to correct grammatical errors (GSE, W-10-9-1)</p> <p>1.3.6 Applies conventional and word derivatives, spelling patterns/rules (GSE, W-10-9.5)</p> <p>1.3.7 Writes summaries of literature studied, e.g. Hugo</p> <p>1.3.8 Writes original creative pieces, (e.g. short stories, journal entries)</p>	<p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<ul style="list-style-type: none"> • CDs, tapes • Computer lab • LCD projector/ laptop • Elmo • VCR/DVD • Internet • Smart Board <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clocks • Flashcards • Maps/globe • Picture cards • Situation aids • White boards with erasers, and markers <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • Guest speakers • Field trips 	<p>Oral</p> <ul style="list-style-type: none"> • Pronunciation • Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> • On demand • Extended <ul style="list-style-type: none"> ◦ Francophone world, art, Vacations • Common Tasks <ul style="list-style-type: none"> ◦ Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing • Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing in English language (report and persuasive) • Expressive (reflective writing)
<p>2 CULTURES</p> <p>2.1 Demonstrates an understanding of the relationship between the practices/customs and perspectives/points of</p>		<p>The student</p> <p>2.1.1 Applies all benchmarks in Cultures from French I and II</p> <p>2.1.2 Compares and contrasts the cultures of France and US through analysis of current</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship 	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> • <u>Bon Voyage</u> • <u>Bon Voyage Workbook</u> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> • Language tapes • French dictionaries <p><u>Ancillary Materials</u></p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> • bell ringer reviews • communicative activities 	<p>REQUIRED</p> <ul style="list-style-type: none"> • Midyear exam • Comprehensive course assessment • Common tasks (Vacation) • Formative assessments <p>SUGGESTED</p> <p>Anecdotal records</p>

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<p>view of the Francophone world</p>		<p>events</p> <p>2.1.3 Compare and contrast the cultures of France and U.S. through thematic vocabulary units</p>	<p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<ul style="list-style-type: none"> • language lab cassettes/ CDs • overhead transparencies • student workbook • tape manual • video & workbook • <i>Realia</i> e.g. <ul style="list-style-type: none"> • advertisements • currency • current events • menus • recipes <p><u>Technology</u></p> <ul style="list-style-type: none"> • www.actfl.org • www.french.glencoe.com • www.barringtonschools.org • Language Lab (BHS only) • CDs, tapes • Computer lab • LCD projector/ laptop • Elmo • VCR/DVD • Internet • Smart Board <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clocks • Flashcards • Maps/globe • Picture cards • Situation aids • White boards with erasers, and markers <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • Guest speakers • Field trips 	<p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <ul style="list-style-type: none"> • Pronunciation • Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> • On demand • Extended <ul style="list-style-type: none"> ○ Francophone world, art, Vacations • Common Tasks <ul style="list-style-type: none"> ○ Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing • Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing in English language (report and

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					<ul style="list-style-type: none"> persuasive) Expressive (reflective writing)
<p>2. CULTURES</p> <p>2.2 Demonstrates an understanding of the relationship between the products (e.g. arts artifacts) and perspectives (points of view) of the culture studied</p>		<p>The student</p> <p>2.2.1 Applies all benchmarks in Cultures from French I and II</p> <p>2.2.2 Explores the art, music, and literature that define the Francophone cultures, (e.g. hip-hop music, northern African food)</p> <p>2.2.3 Explores current trends in France, (e.g. fashion, current events, social issues)</p> <p>2.2.4 Explores holidays and traditions in the Francophone world</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> problem solving communication critical thinking research reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language 	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> <i>Bon Voyage</i> <i>Bon Voyage Workbook</i> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> Language tapes French dictionaries <p><u>Ancillary Materials</u></p> <p><u><i>Bon Voyage</i></u></p> <ul style="list-style-type: none"> bell ringer reviews communicative activities language lab cassettes/ CDs overhead transparencies student workbook tape manual video & workbook <ul style="list-style-type: none"> <i>Realia</i> e.g. <ul style="list-style-type: none"> advertisements currency current events menus recipes <p><u>Technology</u></p> <ul style="list-style-type: none"> www.actfl.org www.french.glencoe.com www.barringtonschools.org Language Lab (BHS only) CDs, tapes Computer lab LCD projector/ laptop Elmo VCR/DVD Internet Smart Board <p><u>Materials</u></p> <ul style="list-style-type: none"> Clocks Flashcards Maps/globe Picture cards Situation aids White boards with erasers, and 	<p><u>REQUIRED</u></p> <ul style="list-style-type: none"> Midyear exam Comprehensive course assessment Common tasks (Vacation) Formative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> Student to student Teacher to student Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <ul style="list-style-type: none"> Pronunciation Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> On demand Extended <ul style="list-style-type: none"> Francophone world, art, Vacations Common Tasks <ul style="list-style-type: none"> Vacation

FRENCH III CURRICULUM

Curriculum Writer: Lisa DiPaola

WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/EVIDENCE
			<ul style="list-style-type: none"> providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>markers</p> <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> Guest speakers Field trips 	<p>Rubrics/checklist</p> <ul style="list-style-type: none"> Oral presentation Writing Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing in English language (report and persuasive) Expressive (reflective writing)
<p>3. CONNECTIONS</p> <p>3.1 Reinforces and furthers their knowledge of other disciplines through the study of French</p>		<p>The student</p> <p>3.1.1 Applies all benchmarks in Connections from French I and II</p> <p>3.1.2 Examines the history, the arts, and geography of France</p> <ul style="list-style-type: none"> Medieval society and history role of church Gothic architecture music literature government social classes World War II <p>3.1.3 Identifies and uses parts of</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn</p>	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> <u>Bon Voyage</u> <u>Bon Voyage Workbook</u> <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> Language tapes French dictionaries <p><u>Ancillary Materials</u></p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> bell ringer reviews communicative activities language lab cassettes/ CDs overhead transparencies student workbook tape manual video & workbook <ul style="list-style-type: none"> <u>Realia</u> e.g. <ul style="list-style-type: none"> advertisements currency current events menus recipes <p><u>Technology</u></p>	<p>REQUIRED</p> <ul style="list-style-type: none"> Midyear exam Comprehensive course assessment Common tasks (Vacation) Formative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> Student to student Teacher to student Student to third party <p>Journals</p> <p>Multiple Intelligences assessments</p>

FRENCH III CURRICULUM

Curriculum Writer: Lisa DiPaola

WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		<p>speech, including:</p> <ul style="list-style-type: none"> • nouns • verbs • subjects • adjectives • pronouns • interrogatives • possessives • articles • adverbs • demonstratives • object pronouns • double pronouns • subjunctive • participle • imperative • indicative • infinitive <p>3.1.4 Strengthens oral presentational skills in target language through oral presentations, role playing, debates, communication activities, and Power Point projects</p> <p>3.1.5 Applies a format and text structure appropriate to the purpose of the writing (GSE, W-10-1.4), e.g. compare/contrast, and main idea/supporting detail</p>	<p>diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<ul style="list-style-type: none"> • www.actfl.org • www.french.glencoe.com • www.barringtonschools.org • Language Lab (BHS only) • CDs, tapes • Computer lab • LCD projector/ laptop • Elmo • VCR/DVD • Internet • Smart Board <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clocks • Flashcards • Maps/globe • Picture cards • Situation aids • White boards with erasers, and markers <p><u>School library</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • Guest speakers • Field trips 	<p>(e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <ul style="list-style-type: none"> • Pronunciation • Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> • On demand • Extended <ul style="list-style-type: none"> ◦ Francophone world, art, Vacations • Common Tasks <ul style="list-style-type: none"> ◦ Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing • Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing in English language (report and persuasive) • Expressive (reflective writing)
3. CONNECTIONS		The student	DISTRICT INITIATIVES & RESEARCH	Textbooks	REQUIRED
3.2 Acquires information and recognizes		3.2.1 Applies all benchmarks in Connections from French I and	Applies Principles of Learning (POL) © <ul style="list-style-type: none"> • organizing for effort • clear expectations 	<ul style="list-style-type: none"> • Bon Voyage • Bon Voyage Workbook <p>Supplementary books/materials</p>	<ul style="list-style-type: none"> • Midyear exam • Comprehensive course assessment • Common tasks (Vacation)

FRENCH III CURRICULUM

Curriculum Writer: Lisa DiPaola

WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
<p>distinctive viewpoints that are only available through the French language and the Francophone culture</p>		<p style="text-align: center;">II</p> <p>3.2.2 Utilizes a variety of research strategies, e.g.</p> <ul style="list-style-type: none"> • summarizing • paraphrasing • note-taking • graphic organizing • interpreting and analyzing information <p>3.2.3 Employs appropriate reading strategies e.g.</p> <ul style="list-style-type: none"> • summarizing and paraphrasing • jig saw reading • think pair share • read aloud • guessing meaning • skimming and scanning from context, activating prior knowledge <p>3.2.4 Assesses world views by comparing/contrasting his/her culture to that of others</p> <p>3.2.5 Listens attentively in the target language and analyzes various perspectives, e.g. nuances of language</p>	<ul style="list-style-type: none"> • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition 	<ul style="list-style-type: none"> • Language tapes • French dictionaries <p><u>Ancillary Materials</u> <u>Bon Voyage</u></p> <ul style="list-style-type: none"> • bell ringer reviews • communicative activities • language lab cassettes/ CDs • overhead transparencies • student workbook • tape manual • video & workbook <ul style="list-style-type: none"> • <i>Realia</i> e.g. <ul style="list-style-type: none"> • advertisements • currency • current events • menus • recipes <p><u>Technology</u></p> <ul style="list-style-type: none"> • www.actfl.org • www.french.glencoe.com • www.barringtonschools.org • Language Lab (BHS only) • CDs, tapes • Computer lab • LCD projector/ laptop • Elmo • VCR/DVD • Internet • Smart Board <p><u>Materials</u></p> <ul style="list-style-type: none"> • Clocks • Flashcards • Maps/globe • Picture cards • Situation aids • White boards with erasers, and markers <p><u>School library</u> <u>Community</u></p> <ul style="list-style-type: none"> • Guest speakers • Field trips 	<ul style="list-style-type: none"> • Formative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <ul style="list-style-type: none"> • Pronunciation • Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> • On demand • Extended <ul style="list-style-type: none"> ○ Francophone world, art, Vacations • Common Tasks <ul style="list-style-type: none"> ○ Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing • Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer</p>

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 		editing) Written responses <ul style="list-style-type: none"> Responding to literary and informational text Informational writing in English language (report and persuasive) Expressive (reflective writing)
COMPARISONS 4.1 Demonstrates understanding of the nature of language through comparisons of French and their native language		The student 4.1.1 Applies the benchmarks in Comparisons of French I and II 4.1.2 Compares grammar, linguistic structures, and idioms between French and English 4.1.3 Produces more sophisticated language through continued use of cognates, false cognates, and several grammatical structures	<u>DISTRICT INITIATIVES & RESEARCH</u> Applies Principles of Learning (POL) © <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship Differentiates instruction by varying the content, process, and product and implementing <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. Facilitates the use of graphic organizers : sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)	<u>Textbooks</u> <ul style="list-style-type: none"> Bon Voyage Bon Voyage Workbook <u>Supplementary books/materials</u> <ul style="list-style-type: none"> Language tapes French dictionaries <u>Ancillary Materials</u> <u>Bon Voyage</u> <ul style="list-style-type: none"> bell ringer reviews communicative activities language lab cassettes/ CDs overhead transparencies student workbook tape manual video & workbook <ul style="list-style-type: none"> <i>Realia</i> e.g. <ul style="list-style-type: none"> advertisements currency current events menus recipes <u>Technology</u> <ul style="list-style-type: none"> www.actfl.org www.french.glencoe.com www.barringtonschools.org Language Lab (BHS only) CDs, tapes Computer lab LCD projector/ laptop Elmo VCR/DVD Internet Smart Board 	<u>REQUIRED</u> <ul style="list-style-type: none"> Midyear exam Comprehensive course assessment Common tasks (Vacation) Formative assessments <u>SUGGESTED</u> Anecdotal records Exhibits Graphic organizers Interviews <ul style="list-style-type: none"> Student to student Teacher to student Student to third party Journals Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.) Oral <ul style="list-style-type: none"> Pronunciation Presentation Performance-based tasks (e.g. <ul style="list-style-type: none"> On demand

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> critical thinking research reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<p>Materials</p> <ul style="list-style-type: none"> Clocks Flashcards Maps/globe Picture cards Situation aids White boards with erasers, and markers <p>School library</p> <p>Community</p> <ul style="list-style-type: none"> Guest speakers Field trips 	<ul style="list-style-type: none"> Extended <ul style="list-style-type: none"> Francophone world, art, Vacations Common Tasks <ul style="list-style-type: none"> Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> Oral presentation Writing Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing in English language (report and persuasive) Expressive (reflective writing)
<p>4. COMPARISONS</p> <p>4.2 Demonstrates understanding of the concept of culture through the comparisons of Francophone cultures and his/her own</p>		<p>The student</p> <p>4.2.1 Applies the benchmarks in Comparisons of French I and II</p> <p>4.2.2 Compares aspects of daily life, e.g. adolescence, relationships, social, sporting events, and current events</p> <p>4.2.3 Compares and contrasts various traditions, celebrations, and social events</p> <p>4.2.4 Compares and contrasts religious</p>	<p>DISTRICT INITIATIVES & RESEARCH</p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share 	<p>Textbooks</p> <ul style="list-style-type: none"> <u>Bon Voyage</u> <u>Bon Voyage Workbook</u> <p>Supplementary books/materials</p> <ul style="list-style-type: none"> Language tapes French dictionaries <p>Ancillary Materials</p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> bell ringer reviews communicative activities language lab cassettes/ CDs overhead transparencies student workbook tape manual video & workbook <ul style="list-style-type: none"> <i>Realia</i> e.g. <ul style="list-style-type: none"> advertisements currency 	<p>REQUIRED</p> <ul style="list-style-type: none"> Midyear exam Comprehensive course assessment Common tasks (Vacation) Formative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> Student to student Teacher to student

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
		celebrations	<ul style="list-style-type: none"> cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> problem solving communication critical thinking research reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> facilitating paired dialogues modeling accurate language providing authentic models critiquing & correcting creating opportunities for peer and self-assessment facilitating an environment conducive to risk taking engendering curiosity providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 	<ul style="list-style-type: none"> current events menus recipes <p>Technology</p> <ul style="list-style-type: none"> www.actfl.org www.french.glencoe.com www.barringtonschools.org Language Lab (BHS only) CDs, tapes Computer lab LCD projector/ laptop Elmo VCR/DVD Internet Smart Board <p>Materials</p> <ul style="list-style-type: none"> Clocks Flashcards Maps/globe Picture cards Situation aids White boards with erasers, and markers <p>School library</p> <p>Community</p> <ul style="list-style-type: none"> Guest speakers Field trips 	<ul style="list-style-type: none"> Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <ul style="list-style-type: none"> Pronunciation Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> On demand Extended <ul style="list-style-type: none"> Francophone world, art, Vacations Common Tasks <ul style="list-style-type: none"> Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> Oral presentation Writing Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing in English language (report and persuasive) Expressive (reflective writing)
5 COMMUNITIES		The student	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p>	<p>Textbooks</p> <ul style="list-style-type: none"> Bon Voyage Bon Voyage Workbook 	<p>REQUIRED</p> <ul style="list-style-type: none"> Midyear exam Comprehensive course

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WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
5.1 Uses the language both within and beyond the school setting		<p>5.1.1 Applies the benchmarks in Communities of French I and II</p> <p>5.1.2 Accesses international media and the arts through Internet resources</p> <p>5.1.3 Understands and appreciates the authentic language and cultural experiences available through</p> <ul style="list-style-type: none"> • native guest speakers • films • stories • music lyrics • news clips • internet or other realia <p>5.1.4 Performs role play and musical presentations in French for a classroom</p> <p>5.1.5 Understands and acknowledges French culture through participation in National French Week and World Languages Week</p>	<ul style="list-style-type: none"> • organizing for effort • clear expectations • fair and credible evaluations • recognition of accomplishment • academic rigor • accountable talk • socializing intelligence • self-management of learning • learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> • tiered assignments • jigsawing • pre/post assessments • anchoring • think/pair/share • cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree), relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p> <p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity 	<p>Supplementary books/materials</p> <ul style="list-style-type: none"> • Language tapes • French dictionaries <p>Ancillary Materials <u>Bon Voyage</u></p> <ul style="list-style-type: none"> • bell ringer reviews • communicative activities • language lab cassettes/ CDs • overhead transparencies • student workbook • tape manual • video & workbook <ul style="list-style-type: none"> • <i>Realia</i> e.g. <ul style="list-style-type: none"> • advertisements • currency • current events • menus • recipes <p>Technology</p> <ul style="list-style-type: none"> • www.actfl.org • www.french.glencoe.com • www.barringtonschools.org • Language Lab (BHS only) • CDs, tapes • Computer lab • LCD projector/ laptop • Elmo • VCR/DVD • Internet • Smart Board <p>Materials</p> <ul style="list-style-type: none"> • Clocks • Flashcards • Maps/globe • Picture cards • Situation aids • White boards with erasers, and markers <p>School library Community</p> <ul style="list-style-type: none"> • Guest speakers • Field trips 	<p style="text-align: right;">assessment</p> <ul style="list-style-type: none"> • Common tasks (Vacation) • Formative assessments <p>SUGGESTED</p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> • Student to student • Teacher to student • Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <ul style="list-style-type: none"> • Pronunciation • Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> • On demand • Extended <ul style="list-style-type: none"> ○ Francophone world, art, Vacations • Common Tasks <ul style="list-style-type: none"> ○ Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing • Project/extended <p>Self-assessment</p>

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Curriculum Writer: Lisa DiPaola

WORLD LANGUAGE STANDARDS	Other NEASC SIP	BENCHMARKS (Barrington Public Schools)	INSTRUCTIONAL STRATEGIES	RESOURCES	ASSESSMENT/ EVIDENCE
			<ul style="list-style-type: none"> providing opportunities for simple dictation providing opportunities for choral repetition modeling the alphabet and accurate sound system providing appropriate materials modeling appropriate translation techniques 		<p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> Responding to literary and informational text Informational writing in English language (report and persuasive) Expressive (reflective writing)
<p>5. COMMUNITIES</p> <p>5.2 Shows evidence of becoming life-long learners by using the language for personal enjoyment or enrichment</p>		<p>The student</p> <p>5.2.1 Applies the benchmarks in Communities of French I and II</p> <p>5.2.2 Watches, analyzes, and responds to target language films</p> <p>5.2.3 Reads and analyzes short stories and passages in the target language</p> <p>5.2.4 Listens to songs and interprets music in the target language</p> <p>5.2.5 Engages in direct/indirect contact experiences with native speakers, e.g. Internet sites and exchange students</p>	<p><u>DISTRICT INITIATIVES & RESEARCH</u></p> <p>Applies Principles of Learning (POL) ©</p> <ul style="list-style-type: none"> organizing for effort clear expectations fair and credible evaluations recognition of accomplishment academic rigor accountable talk socializing intelligence self-management of learning learning as apprenticeship <p>Differentiates instruction by varying the content, process, and product and implementing</p> <ul style="list-style-type: none"> tiered assignments jigsawing pre/post assessments anchoring think/pair/share cubing, etc. <p>Facilitates the use of graphic organizers: sequence organizers (chains, cycle), concept development (mind map), compare/contrast organizers (Venn diagrams, comparison charts), organizers (word web, concept map), evaluation organizers (charts, scales), categorize/classify organizers (categories, tree) relational organizers (fish bone, pie chart)</p> <p>Addresses multiple intelligences (instructional strategies)</p>	<p><u>Textbooks</u></p> <ul style="list-style-type: none"> Bon Voyage Bon Voyage Workbook <p><u>Supplementary books/materials</u></p> <ul style="list-style-type: none"> Language tapes French dictionaries <p><u>Ancillary Materials</u></p> <p><u>Bon Voyage</u></p> <ul style="list-style-type: none"> bell ringer reviews communicative activities language lab cassettes/ CDs overhead transparencies student workbook tape manual video & workbook <ul style="list-style-type: none"> <i>Realia</i> e.g. <ul style="list-style-type: none"> advertisements currency current events menus recipes <p><u>Technology</u></p> <ul style="list-style-type: none"> www.actfl.org www.french.glencoe.com www.barringtonschools.org Language Lab (BHS only) CDs, tapes Computer lab LCD projector/ laptop Elmo 	<p><u>REQUIRED</u></p> <ul style="list-style-type: none"> Midyear exam Comprehensive course assessment Common tasks (Vacation) Formative assessments <p><u>SUGGESTED</u></p> <p>Anecdotal records</p> <p>Exhibits</p> <p>Graphic organizers</p> <p>Interviews</p> <ul style="list-style-type: none"> Student to student Teacher to student Student to third party <p>Journals</p> <p>Multiple Intelligences assessments (e.g. role playing - bodily kinesthetic, graphic organizing - visual, collaboration- interpersonal, etc.)</p> <p>Oral</p> <ul style="list-style-type: none"> Pronunciation

FRENCH III CURRICULUM

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			<p>Facilitates integration of the applied learning standards</p> <ul style="list-style-type: none"> • problem solving • communication • critical thinking • research • reflection/evaluation <p>Employs foreign language best practices e.g.,</p> <ul style="list-style-type: none"> • facilitating paired dialogues • modeling accurate language • providing authentic models • critiquing & correcting • creating opportunities for peer and self-assessment • facilitating an environment conducive to risk taking • engendering curiosity • providing opportunities for simple dictation • providing opportunities for choral repetition • modeling the alphabet and accurate sound system • providing appropriate materials • modeling appropriate translation techniques 	<ul style="list-style-type: none"> • VCR/DVD • Internet • Smart Board <p>Materials</p> <ul style="list-style-type: none"> • Clocks • Flashcards • Maps/globe • Picture cards • Situation aids • White boards with erasers, and markers <p>School library</p> <p>Community</p> <ul style="list-style-type: none"> • Guest speakers • Field trips 	<ul style="list-style-type: none"> • Presentation <p>Performance-based tasks (e.g.</p> <ul style="list-style-type: none"> • On demand • Extended <ul style="list-style-type: none"> ○ Francophone world, art, Vacations • Common Tasks <ul style="list-style-type: none"> ○ Vacation <p>Rubrics/checklist</p> <ul style="list-style-type: none"> • Oral presentation • Writing • Project/extended <p>Self-assessment</p> <p>Self and peer evaluation (e.g. Ticket out the door, peer editing)</p> <p>Written responses</p> <ul style="list-style-type: none"> • Responding to literary and informational text • Informational writing in English language (report and persuasive) • Expressive (reflective writing)