

MOSCOW SCHOOL DISTRICT
CURRICULUM GUIDE
Subject/Course: World Languages – French: Levels 3-4
Grades 7-12

The student is expected to know content and apply skills from Levels 1–2.

Standard 1: Acquisition and use of language.

Comprehend and communicate in the target language through listening, reading, writing, and speaking. Advanced students acquire a variety of more comprehensive vocabulary, varying according to the topics selected during a particular year. Students listen to and comprehend extended spoken lectures, discussions, and media presentations in the target language. Students conduct classroom events in the target language. Students read texts of varying lengths, including stories, Internet texts, short novels, and authentic texts such as advertisements and news articles. Students write about these various topics, using appropriate resources. Students write longer and more accurate pieces. Students participate in unrehearsed classroom conversations in the target language, present formal oral projects, and read aloud comprehensibly. Output from an advanced student should be comprehensible to sympathetic teachers, classmates, and native speakers.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 1</i>
Goal 1.1: Listening	<ul style="list-style-type: none"> • 7-12.WL3.1.1.1 Comprehend vocabulary related to class themes and literature. • 7-12.WL3.1.1.2 Comprehend extended passages and peer conversations in the target language. • 7-12.WL3.1.1.3 Gather key information from longer passages. • 7-12.WL3.1.1.4 Interpret the intent or meaning of a spoken passage (tone, idioms, nuance, sarcasm, irony). • 7-12.WL3.1.1.5 Comprehend authentic speech. 	<p>Students discuss scenes from French films show in French with no subtitles.</p> <p>Students describe film scenes to each other (one student facing away from the screen) while the film is running.</p>	<p>Films: Les Misérables, Indochine, Germinale, Daens, Ma vie en rose, Jean de Florette, La reine Margot, Le hussard sur le toit, etc.</p>	<p>Glencoe <i>Trésors du Temps</i> Chapter 1-12 Vocabulary, plus supplemental vocabulary from Le petit prince, Les Misérables, and selected poetry and films.</p>
Goal 1.2: Speaking	<ul style="list-style-type: none"> • 7-12.WL3.1.2.1 Engage in an extended conversation about unrehearsed topics. • 7-12.WL3.1.2.2 Use alternatives to express meaning (e.g., 	<p>Students discuss French current events.</p> <p>Students explain new words in French; example: one student</p>	<p>Internet sources for current events.</p>	

	<p>circumlocution, synonyms, antonyms).</p> <ul style="list-style-type: none"> 7-12.WL3.1.2.3 Engage in a planned conversation on a thematic topic (e.g., role playing, panel discussion, discussion of a literary work). 	<p>tells another to draw a picture that includes a camel, an oasis, a tent and an extraterrestrial being.</p> <p>Students interview guest speakers from francophone countries.</p>		
Goal 1.3: Reading	<ul style="list-style-type: none"> 7-12.WL3.1.3.1 Acquire new vocabulary through reading. 7-12.WL3.1.3.2 Identify the key elements or main idea of authentic information texts. 7-12.WL3.1.3.3 Summarize content of passages (e.g., poetry, song lyrics, folktales, fiction, graphic novels, and Internet text). 7-12.WL3.1.3.4 Read and comprehend extended narratives. 	<p>Selected readings and passages from Jean Jaques Rousseau, Victor Hugo, Antoine de St. Exupéry, François Rabelais, Ronsard, Molière, Voltaire, Sartre.</p>	<p>Glencoe <i>Trésors du Temps Vie et Littérature</i> readings at the end of each chapter.</p>	
Goal 1.4: Writing	<ul style="list-style-type: none"> 7-12.WL3.1.4.1 Write in a variety of forms about thematic subjects. 7-12.WL3.1.4.2 Incorporate all acquired tenses, structures, and vocabulary in original works. 	<p>Students write poems, essays, short stories and plays.</p> <p>Students rewrite their original work in several tenses.</p>	<p>Glencoe <i>Trésors du Temps</i> written exercises and suggested writing topics.</p>	

Standard 2: Critical Thinking

Analyze, modify, and manipulate language elements. Advanced students interpret some nuances and the intent of the target language, such as humor, irony, and sarcasm, and begin to use these in their speech and writing. Students speak and write with increasingly correct and complex structures and vocabulary.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 2</i>
Goal 2.1: Analysis of Language Elements and Products	<ul style="list-style-type: none"> • 7-12.WL3.2.1.1 Infer meaning of an unfamiliar word based on its grammatical position and origins. • 7-12.WL3.2.1.2 Recognize appropriate verb endings in all tenses and voices learned. • 7-12.WL3.2.1.3 Compare idiomatic and figurative expressions among languages. • 7-12.WL3.2.1.4 Predict the meaning of a word based on its origin and usage in the sentence. 	See above exercises, all of which incorporate these goals.		State does not have vocabulary for this grade level.
Goal 2.2: Modification and Manipulation of Language Elements and Products	<ul style="list-style-type: none"> • 7-12.WL3.2.2.1 Predict outcomes of and infer meaning from authentic written and oral sources (e.g., poetry, lyrics, literature, and Internet). • 7-12.WL3.2.2.2 Use language to achieve complex social objectives (e.g., persuasion, apology, complaints, regrets). 	Written reflections on selected readings and passages from Jean Jaques Rousseau, Victor Hugo, Antoine de St. Exupéry, François Rabelais, Ronsard, Molière, Voltaire, Sartre	<i>Trésors du Temps</i> selected readings and activities.	

Standard 3: History, Geography, and Culture

Demonstrate an understanding of the historical, geographical, and cultural contexts of the target language. Advanced students examine geography, history, and culture in the context of class themes in the target language.

<i>Goal – The student will:</i>	<i>Objectives (to be reached by the end of high school)</i>	<i>Samples of Applications</i>	<i>Curriculum Materials (including technological resources)</i>	<i>Key Vocabulary for Standard 3</i>
Goal 3.1: Historical Context	7-12.WL3.3.1.1 Examine selected historical figures and events in depth. 7-12.WL3.3.1.2 Investigate the historical context of selected examples of art, music, literature, and film from the target culture.	Readings of “Un peu d’histoire” at the beginning of each chapter, and related written exercises and class discussions. Discussion of “Plaisir des Yeux” at the end of each chapter – a presentation of the art of each century.	<i>Trésors du Temps</i> « Un peu d’histoire » section at the beginning of each chapter, which covers 100-200 years of French history per chapter.	State does not have vocabulary for this grade level.
Goal 3.2: Geographical Context	7-12.WL3.3.2.1 Discuss geography in context of class themes.	Presented through French film, which explore the French colonial era: Indochina, North Africa and the New World.	French geography: <i>Trésors du Temps</i> Chapitre 1.	
Goal 3.3: Cultural Context	7-12.WL3.3.3.1 React to current events in the target language. 7-12.WL3.3.3.2 Use Internet resources in the target language to explore a variety of topics.	Student-led discussions of current events.	Internet news sources.	