



## French III

### Overarching Standards

CMC.1.FIII.1	Interpret the principal message of <i>tone</i> , <i>pitch</i> , and emotion in oral communication
CMC.1.FIII.2	Follow multi-step directions for familiar situations in which a problem must be solved.
CMC.1.FIII.3	Identify <i>proverbs</i> , <i>colloquialisms</i> , and complex <i>idiomatic expressions</i>
CMC.1.FIII.4	Interpret the principal message and cultural nuances of signs, gestures, and <i>intonation</i>
CMC.1.FIII.5	Use reading and listening strategies to enhance comprehension
	pre-reading activities (e.g., outlining, graphic organizers)
	predicting
	summarizing
CMC.1.FIII.6	Examine the main idea(s) and supporting details from a variety of <i>authentic</i> literary texts and visuals (e.g., level-appropriate literature, magazine articles, music videos, art)
CMC.1.FIII.7	Identify the main idea(s) and supporting details from a variety of <i>authentic</i> auditory sources (e.g., songs, interviews, dialogues)
CMC.1.FIII.4	Interpret the principal message and cultural nuances of signs, gestures, and <i>intonation</i>
CMC.1.FIII.7	Identify the main idea(s) and supporting details from a variety of <i>authentic</i> auditory sources (e.g., songs, interviews, dialogues)
CMC.1.FIII.7	Sustain unrehearsed conversations using acquired vocabulary and grammar concepts.
CMC.2.FIII.7	Discuss reactions to Francophone literary and multimedia materials (e.g., articles, short stories, comics, movies)
CMC.3.FIII.1	Write paragraphs about topics of interest using transitions (e.g., journal entries, essays, letters )
CMC.3.FIII.3	Produce visual or multimedia presentations (e.g., dramatic recitations of poems, skits, commercials)
CMC.3.FIII.4	Use syntax, spelling, and pronunciation effectively according to language development level
CLT.4.FIII.1	Interact in a culturally-appropriate manner in familiar settings (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.FIII.2	Analyze, in French, various aspects of Francophone cultural <i>practices</i> (e.g., customs, norms, holidays, traditions, use of modern technology)
CLT.4.FIII.3	Explain, in French, differences in <i>practices</i> among Francophone cultures (e.g., family celebrations, weddings, mealtime traditions, traditional dress)
CLT.5.FIII.1	Analyze, in French, the effect of tangible <i>products</i> of the Francophone cultures (e.g., architecture, art, food, fashion)
CLT.5.FIII.2	Evaluate the effect of intangible <i>products</i> of the Francophone cultures (e.g., laws, educational systems, philosophies, entertainment)
CLT.5.FIII.3	Compare and contrast, in French, <i>products</i> among Francophone cultures (e.g., clothing, cheese)

CLT.5.FIII.4	Evaluate the relationship between environments and <i>products</i> of the Francophone cultures (e.g., relationship between geography, climate, politics, or society and <i>products</i> )
CLT.5.FIII.5	Interpret the arts of the Francophone cultures (e.g., dramatize plays, produce art)
CLT.6.FIII.1	Analyze unique cultural <i>perspectives</i> reflected in the <i>products</i> of the Francophone cultures (e.g., significance of reveling before Lent as seen in costumes)
CLT.6.FIII.2	Analyze unique cultural <i>perspectives</i> reflected in the <i>practices</i> of the Francophone cultures (e.g., significance of reveling before Lent as expressed in Mardi Gras)
CLT.6.FIII.3	Compare and contrast, in French, <i>perspectives</i> among Francophone cultures (e.g., reveling before Lent in New Orleans and Quebec, Brussels, Nice)
CLT.6.FIII.4	Analyze historical events and figures that shaped the <i>perspectives</i> of the Francophone cultures (e.g., French Revolution, Toussaint Louverture)
CNN.7.FIII.1	Discuss, in French, topics from other disciplines (e.g., historical facts, mathematical terms and concepts, scientific information, literary terms)
CNN.7.FIII.2	Identify ways a Francophone topic relates to multiple disciplines (e.g., Toussaint Louverture to geography, to government, to history, to literature; impressionism to art, to history, to science)
<b>First Nine Weeks</b>	
CMC.2.FIII.1	Sustain unrehearsed conversations using acquired vocabulary and grammar concepts.
CMC.1.FIII.5	Use reading and listening strategies to enhance comprehension
	pre-reading activities (e.g., outlining, graphic organizers)
	predicting
	summarizing
CMC.2.FIII.2	Engage in conversation about topics of interest
	current issues
	historical events
	leisure activities
	past activities
	future plans
	personal interests

CMC.2.FIII.5	Interact in multiple <i>moods</i> and <i>tenses</i> (present, simple future, future, recent past)
	• to narrate
	• to describe
	• to ask and answer questions
	• to hypothesize
	• to express opinions
	• to express uncertainties and desires
<b>Second Nine Weeks</b>	
CMC.1.FIII.6	Examine the main idea(s) and supporting details from a variety of <i>authentic</i> literary texts and visuals (e.g., level-appropriate literature, magazine articles, music videos, art)
CMC.2.FIII.3	Employ <i>circumlocution</i> to exchange information about unfamiliar topics.
CMC.2.FIII.4	Use survival phrases in simulations of real-world experiences.
CMC.3.FIII.2	Demonstrate knowledge of acquired language skills through impromptu or rehearsed oral presentations (e.g., explain how to make crêpes or couscous, demonstrate decorating hands and feet with henna)
CMC.2.FIII.5	Interact in multiple <i>moods</i> and <i>tenses</i> (Imparfait, passé composé, conditional)
	• to narrate
	• to describe
	• to ask and answer questions
	• to hypothesize
	• to express opinions
	• to express uncertainties and desires
<b>Third Nine Weeks</b>	
CMC.2.FIII.5	Interact in multiple <i>moods</i> and <i>tenses</i> (subjunctive)
	• to narrate
	• to describe
	• to ask and answer questions
	• to hypothesize
	• to express opinions
	• to express uncertainties and desires
CLT.5.FIII.1	Analyze, in French, the effect of tangible <i>products</i> of the Francophone cultures (e.g., architecture, art, food, fashion)

**Fourth Nine Weeks**

CMC.2.FIII.6	Support opinions, viewpoints, and personal preferences in spontaneous conversation
CMC.2.FIII.5	Interact in multiple <i>moods</i> and <i>tenses</i> (passé simple, compound tenses)
	• to narrate
	• to describe
	• to ask and answer questions
	• to hypothesize
	• to express opinions
	• to express uncertainties and desires
CNN.7.FIII.2	Identify ways a Francophone topic relates to multiple disciplines (e.g., Toussaint Louverture to geography, to government, to history, to literature; impressionism to art, to history, to science)
CNN.7.FIII.3	Apply content from other disciplines (e.g., metric conversions, literary terms)