



**MASSACHUSETTS**  
**Foreign Languages Curriculum Framework Stage 2**  
*Bon voyage! French 3* © 2005

STRANDS AND STANDARDS	PAGE REFERENCES
<b>Communication</b>	
<b>PreK-12 STANDARD 1: Interpersonal Communication</b>	
Students of modern languages will converse in a language other than English to provide and obtain information, express feelings and emotions, and exchange opinions. Students of classical languages will engage in simple oral exchanges and will develop reading skills, with discussions of texts conducted in English.	
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will	
1.8 Perform Stage 1 Learning Standards	See Glencoe's correlations for <i>Bon voyage! French 1</i> © 2005 and <i>Bon voyage! French 2</i> © 2005.
1.9 Ask and respond to questions to clarify information	SE: <i>C'est à vous</i> 109 #6, 219 #3 <i>Comment dit-on?</i> 85 #8, 217 #5 <i>Discours</i> 377 <i>Lecture</i> 65 D <i>Vous avez compris?</i> 39 TWE: CTA 234 P 446, 453
1.10 Exchange opinions about people, activities, or events	SE: <i>C'est à vous</i> 108 #3, 131 #3 <i>Comment dit-on?</i> 159 #8 TWE: CP 10 CTA 123 GA 101 PA 47
1.11 Discuss class reading*	SE: <i>Vous avez compris?</i> 437, 450-451, 456-457, 462-463, 477 TWE: GA 456 LA 435 P 453
<b>PreK-12 STANDARD 2: Interpretive Communication</b>	
Students will understand and interpret ideas and information written or spoken in a language other than English. In classical language study, discussion will be conducted in English.	
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will	
2.5 Perform Stage 1 Learning Standards	See Glencoe's correlations for <i>Bon voyage! French 1</i> © 2005 and <i>Bon voyage! French 2</i> © 2005.
2.6 Follow directions such as for a recipe, a word maze, or a logic problem	TWE: AP 67 CP 192 LP 190

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2.7 Read authentic and adapted materials, such as short stories, narratives, advertisements, and brochures*	SE: <i>Avant la lecture</i> 41, 100-101, 151-152, 202-203, 360-362 <i>Lecture</i> 6-7, 9, 62-65 <i>Mise en scène</i> 23, 136 TWE: LR 10, 370
2.8 Understand important ideas and details in highly contextualized authentic and adapted texts*	SE: 8, 10 <i>Vous avez compris?</i> 39, 42, 102, 148, 204, 362-363 TWE: CTA 25 RAS 9
2.9 Understand learned expressions, sentences, questions, and polite commands in messages*	SE: <i>Conversation</i> 24-26, 76-78, 136-138, 348-349 TWE: LP 24 P 136 R 348 RAS 95
2.10 Identify themes in fictional and nonfictional works and relate them to personal experiences*	SE: <i>Vous avez compris?</i> 138, 213, 437, 451 F, 469 F TWE: AP 7 LA 455 P 100, 436
<b>PreK-12 STANDARD 3: Presentational Communication</b> Students of modern languages will write and speak in a language other than English to present information, concepts, and ideas on a variety of topics. Presentations in classical language classes will usually take the form of speaking or writing in English.	
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will	
3.7 Perform Stage 1 Learning Standards	See Glencoe's correlations for <i>Bon voyage! French 1</i> © 2005 and <i>Bon voyage! French 2</i> © 2005.
3.8 Write simple paragraphs	SE: <i>C'est à vous</i> 31 #5, 130 #2 <i>Comment dit-on?</i> 483 #8 <i>Discours</i> 53 #3, 222 #2 <i>Quel est le mot?</i> 384 #3 TWE: CP 26 GA 87
3.9 Write greeting cards, notes, letters, and e-mails*	SE: <i>Rédaction</i> 52 #2, 113 #3 <i>Vous avez compris?</i> 463 E TWE: CCC 65 CP 385
3.10 Describe elements of stories such as characters, events, and settings*	SE: <i>Vous avez compris?</i> 138, 437, 477, 486 TWE: AP 476 CP 143 LA 474
3.11 Give presentations on planned activities or on cultural topics*	SE: <i>C'est à vous</i> 143 #5, 392 #1 <i>Rédaction</i> 165 #3 TWE: CCC 175 CP 183, 393 GA 30, 101, 413

STRANDS AND STANDARDS	PAGE REFERENCES
<b>Cultures</b>	
<b>PreK-12 STANDARD 4: Cultures</b>	
Students will demonstrate an understanding of the traditions, perspectives, practices, and products of the culture studied, including human commonalities as reflected in history, literature, and the visual and performing arts. In classical language study, discussion and writing will be in English.	
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will	
4.8 Identify patterns of social behavior that are typical of the target culture*	SE: <i>Culture</i> 124-126 <i>Discours</i> 113 <i>Lecture</i> 173-176 TWE: CCC 41 CP 10, 118
4.9 Interact appropriately in social and cultural activities, such as <ul style="list-style-type: none"> <li>• for modern languages: exchanges in a restaurant, at a bus stop, in a store, or in a classroom</li> <li>• for classical languages: in triumphal marches, weddings, or funerals*</li> </ul>	SE: <i>C'est à vous</i> 142 #2 <i>Comment dit-on?</i> 128 #3 <i>Discours</i> 53 #4, 113, 165 #5, 377 TWE: PA 136
4.10 Identify distinctive aspects of the target culture presented in print literature, visual arts, films, and videos, and relate these to the cultural perspectives of the target culture*	SE: 208-212 <i>Avant la lecture</i> 207-212 <i>C'est à vous</i> 219 #2 TWE: CM 82 CP 70, 393 CTA 361, 388 P 209
4.11 Identify historical and/or cultural figures from the target culture and describe their contributions*	SE: 202-204 <i>C'est à vous</i> 219 #1 & #4, 392 #1 <i>Culture</i> 387 C, 389 D TWE: AC 384 LC 137
4.12 Identify, place in chronological order, and describe the significance of important historical events in the target culture*	Teachers can assign this task to students after reviewing the following information: SE: <i>Comment dit-on?</i> 217 #4, 483 #7 <i>Lecture</i> 173, 385-386 TWE: FF 210 PC 101
4.13 Identify, on maps and globes, the location(s) and major geographic features of countries where the target language is or was used*	TWE: GC 459 PA 388 Teachers can ask students to locate the following places and features on maps and globes: SE: xxiv, xxxvi, xxxvii <i>Avant la lecture</i> 207 <i>Comment dit-on?</i> 178-179 TWE: CP 183 PA 178

STRANDS AND STANDARDS	PAGE REFERENCES
<b>Comparisons</b>	
<b>PreK-12 STANDARD 5: Linguistic Comparisons</b>	
Students will demonstrate an understanding of the nature of language through comparison of the language studied with their own. In classical language study, discussion and writing will be in English.	
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions in the target language with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will	
5.5 Compare, contrast, and exchange views on an aspect of the target language*	SE: <i>Avant la lecture</i> 94-97 <i>C'est à vous</i> 183 #4 <i>Vous avez compris?</i> 204 C TWE: CCC 175 CTA 348
5.6 Identify words in the target language that are used frequently in English*	TWE: CTA 124, 348 FF 117 P 435 Teachers can ask students to identify the French words that are used frequently in English from the following lists: SE: <i>Vocabulaire</i> 54, 114, 166, 224 TWE: VR 54, 114, 166, 224
5.7 Analyze how idiomatic expressions work in both languages*	SE: <i>Avant la lecture</i> 94-97 TWE: A 52 NS 94
5.8 Compare and contrast similarities/differences of sounds in rhythm and rhyme in poetry*	Students can discuss this objective in the classroom using the following: SE: 443, 455, 460-461, 485 TWE: P 443
5.9 Recognize grammatical categories such as tense, gender, and agreement in the target language and English*	SE: 27, 83-84, 177-178 <i>Comment dit-on?</i> 28, 85 <i>Discours</i> 53 #4 TWE: AFL 98, 230 P 127
5.10 Give examples of words or word parts from the target language that have been adopted into the English language*	TWE: CP 393 CTA 124, 348 FF 117 Teachers can ask students to identify the French words that are used frequently in English from the following lists: SE: <i>Vocabulaire</i> 272, 326, 378, 428 TWE: VR 272, 326, 378, 428
5.11 Analyze differences and similarities between the writing systems of both languages*	SE: 66-67 TWE: AFL 147 CCC 38

STRANDS AND STANDARDS	PAGE REFERENCES
<b>PreK-12 STANDARD 6: Cultural Comparisons</b>	
Students will demonstrate an understanding of the concept of culture through comparison of the target culture with their own. In classical language study, discussion and writing will be in English.	
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, and using English when necessary, students will	
6.5 Compare, contrast, and exchange views on an aspect of the target culture*	SE: <i>C'est à vous</i> 16 #3, 130 #2 <i>Lecture</i> 62-65, 122-126 TWE: CCC 41 CP 10, 118, 393, 501 GA 101 P 63
6.6 Discuss basic needs of people for food, clothing, and shelter and compare how they have been met in various cultures*	SE: 209-212 <i>C'est à vous</i> 161 #4 TWE: CP 343 LP 153
6.7 Compare and contrast examples of music, visual arts, dance, and theatre from the target culture with examples from their own culture*	SE: 485 <i>Vous avez compris?</i> 148 C, 457 F TWE: CP 140 CTA 361 LC 506 P 504
6.8 Compare, contrast, and report on cultural traditions and celebrations*	SE: <i>Avant la lecture</i> 412-413 <i>C'est à vous</i> 196 #1 <i>Mise en scène</i> 188-190 TWE: CP 10, 140
6.9 Compare folktales from the target culture and the students' own culture*	SE: 509-511 TWE: P 510

STRANDS AND STANDARDS	PAGE REFERENCES
<b>Connections</b>	
<b>LEARNING STANDARD 7: Connections</b>	
Students of modern and classical languages will use the target language to reinforce and expand their knowledge of other disciplines and to acquire new information and knowledge. In classical language study, discussion and presentations will be in English.	
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions, with frequency of errors proportionate to the complexity of the communicative task, students will	
<p>7.2 Obtain information and knowledge related to other disciplines from sources in the target language*</p> <p>Examples of this include:</p> <ul style="list-style-type: none"> <li>• obtaining political and economic information from newspapers, other print sources, and interactive CD roms in the target language and using this information to achieve the learning standards of the Civics and Government and Economics Strands of the History and Social Science Framework;</li> <li>• gathering demographic information from the target culture and applying the learning standards from the Statistics and Probability Strand of the Mathematics Framework to its analysis;</li> <li>• learning song lyrics written in the target language and applying the learning standards for singing the Arts Framework and the Language Strand of the English Language Arts Framework when discussing the meaning of the lyrics.</li> </ul>	<p>SE: xxvi-xxxii <i>Avant la lecture</i> 100-101 <i>C'est à vous</i> 393 #7</p> <p>TWE: CCC 175 CP 183, 219 LP 13</p>
<b>Communities</b>	
<b>PreK-12 STANDARD 8: Communities</b>	
Students will use languages other than English within and beyond the school setting. Students of classical languages will recognize elements of classical languages and ancient cultures in the world around them, and they will share insights derived from their study of classical languages with others within and beyond the classroom setting.	
Using sentences, strings of sentences, and recombinations of learned words, phrases, and expressions with frequency of errors proportionate to the complexity of the communicative task, students will	
<p>8.2 Apply knowledge of the target language and culture beyond the classroom setting*</p> <p>Examples of this include:</p> <ul style="list-style-type: none"> <li>• conversing with speakers of the target language;</li> <li>• reading and writing e-mail or letters;</li> <li>• making and exchanging videotapes, newsletters, photographs, and artwork and discussing them orally or in letters and e-mail with students in another community in Massachusetts, the United States, or another country.*</li> </ul>	<p>SE: 440 <i>Discours</i> 165 #5, 377 <i>Rédaction</i> 52 #2, 113 #3</p> <p>TWE: CCC 65 CP 49, 385 GA 125</p>

## Codes Used for TWE Pages

A	Avis
AC	Art Connection
AFL	About the French Language
AP	Additional Practice
CCC	Cross-Cultural Comparison
CM	Class Motivator
CP	Chapter Projects
CTA	Critical Thinking Activity
FF	Fun Facts
GA	Group Activity
GC	Geography Connection
LA	Literary Analysis
LC	Literature Connection
LP	Learning from Photos
LR	Learning from Realia
NS	National Standards
P	Presentation
PA	Paired Activity
PC	Political Connection
R	Recycling
RAS	Reaching All Students
VR	Vocabulary Review