



GLENCOE FRENCH **3**

Bon voyage!

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STANDARDS	PAGE REFERENCES
<p>Communication: Communicate in languages other than English.</p>	
<p>Benchmark A: Interact using extended spoken, signed or written communication by providing and obtaining information.</p>	
<p>Interpersonal</p>	
<p>1. Initiate, sustain and conclude conversations on a variety of personal, general knowledge and academic topics.</p>	<p>Student Edition: 17 #4, 48 #1, 49 #7, 71 #4-#6, 89 #6, 131 #3-#6, 342 #2, 422 #2</p>
<p>Benchmark B: Express a wide range of feelings and emotions, and discuss and support opinions.</p>	
<p>Interpersonal</p>	
<p>2. Persuade, negotiate or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).</p>	<p>Student Edition: 71 #4, 78 B-C, 89 #6, 130 #2 , 131 #4, 143 #4, 290 #1, 373, 422 #3 Teacher Wraparound Edition: CTA 234</p>
<p>3. Exchange, support and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.</p>	<p>Student Edition: 71 #4-#6, 108 #3, 109, 131 #4, 142 #3, 320 #1, 373 #5, 393 #6 Teacher Wraparound Edition: CTA 124, 388; GA 101</p>

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Benchmark C: Use a wide range of strategies to negotiate meaning.			
Interpersonal			
4. Negotiate meaning through a range of strategies (e.g., questions, interjections, circumlocution).	Student Edition: 70 #2, 88 #1-#2, 129 #5, 131 #3, 161 #5, 250 #1, 350-353, 373 #4, 422 #1	Teacher Wraparound Edition: CM 195	
Benchmark D: Give and follow a series of complex directions.			
Interpersonal			
5. Give and follow directions, instructions and requests (e.g., balancing a checkbook, upgrading software, filling out college applications).	Student Edition: 30 #1-#2, 31 #3, 247-249, 339 #5, 355 #4, 367 C, 427 #4	Teacher Wraparound Edition: CP 192 À table; LP 190	
Benchmark E: Interact in a wide range of situations using culturally authentic language and gestures.			
Interpersonal			
6. Use appropriate language and gestures in a wide range of culturally authentic social contexts (e.g., giving driving directions, expressing apologies, offering advice).	Student Edition: 113, 158-159, 214-215, 302 #1, 303 #5, 320 #2 <i>Discours</i> 165	Teacher Wraparound Edition: CM 195; CP 251, 321; RAS 95	
Benchmark F: Follow complex oral, signed or written directions and requests.			
Interpretive			
7. Follow complex directions, instructions and requests (e.g., product assembly, using a calling card).	Student Edition: 53 #4, 142 #2, 312, 427 #4	Teacher Wraparound Edition: AP 238; CP 192, 251, 355; LP 190; LR 236	
Benchmark G: Use a variety of reading and listening strategies to derive meaning from texts.			
Interpretive			
8. Use listening and reading strategies (e.g., answering focused questions) to anticipate outcome or content.	Student Edition: 100-101, 151-152, 202-203, 207-213, 244-245, 280-283, 310-312, 332-336, 358-362, 382-389		

STANDARDS	PAGE REFERENCES
Benchmark H: Analyze information from a variety of oral, written and visual sources by summarizing, critiquing and explaining texts.	
Presentational	
9. Analyze content from several sources (e.g., newspapers, magazines, Internet) dealing with a single issue (e.g., military conflicts, pollution).	Student Edition: 147-148, 376 #3 Teacher Wraparound Edition: CC 151; CP 70, 219, 343, 393; GA 413
10. Make predictions and inferences based on authentic materials (e.g., use titles and visuals to predict content).	Student Edition: 151-153, 203-204, 208-213, 256-257, 308-309, 311-313, 334-336, 360-362 Teacher Wraparound Edition: CTA 7
Benchmark I: Create presentations on a range of original or authentic expressive products.	
Presentational	
11. Create texts (e.g., short stories, poems, skits) based on themes/ perspectives (e.g., family, dating, careers, music) from the target culture.	Student Edition: 112 #1, 130 #2, 219 #4, 320 #3, 342 #1, 463 E Teacher Wraparound Edition: CP 143, 343
12. Perform scenes from literature studied.	With instructor guidance, the following materials may be processed and developed further for performance by students. Student Edition: 440, 443, 455, 460-461, 491 E, 495 C, 510, 511 F Teacher Wraparound Edition: CP 143; GA 507
Benchmark J: Present information and ideas on a range of topics.	
Presentational	
13. Debate a current or historical issue (e.g., right to vote, slavery).	Student Edition: 89 #6, 108 #2, 241 #5, 325 #4, 373 #5, 451 F, 508 D Teacher Wraparound Edition: CP 343; CTA 124, 234; GA 101

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<p>Benchmark K: Apply age-appropriate writing process strategies to produce a variety of documents for publication.</p>	
<p>Presentational</p>	
<p>14. Apply age-appropriate writing process strategies (prewriting, drafting, revising, editing, publishing).</p>	<p>Student Edition: 52-53, 112-113, 222-223, 270-271, 320 #3, 324-325, 376-377, 426-427, 495 C</p> <p>Teacher Wraparound Edition: CP 385</p>
<p>Cultures: Gain knowledge and understanding of other cultures.</p>	
<p>Benchmark A: Analyze, discuss and report on a wide variety of practices and perspectives of the target culture.</p>	
<p>Practices</p>	
<p>1. Identify, analyze and discuss various patterns of behavior or interaction typical of the culture studied (e.g., use of public transportation, dating, salutations).</p>	<p>Student Edition: 9-10, 62-65, 94-96, 122-126, 276-284, 334-336, 412-413</p> <p>Teacher Wraparound Edition: LP 89</p>
<p>2. Analyze and discuss how words, proverbs and idiomatic expressions reflect the target culture.</p>	<p>Student Edition: 94-97, 155-159, 264-265, 303 #5, 310, 485</p> <p>Teacher Wraparound Edition: AFL 98; CCC 38; FF 124; VE 493, 503</p>
<p>Benchmark B: Participate in and discuss a wide variety of cultural practices.</p>	
<p>Practices</p>	
<p>3. Investigate and participate in age-appropriate cultural activities (e.g., festivals, sports, entertainment).</p>	<p>Student Edition: 122-125, 280-284, 414 (insert), 502-508</p> <p>The following pages represent activities that students may investigate in order to acquire additional information and direct cultural experience.</p> <p>Teacher Wraparound Edition: CP 70, 140, 192; FF 369; LP 367; MC 361</p>

STANDARDS	PAGE REFERENCES
Benchmark C: Analyze, discuss and report on a wide variety of products and perspectives of the target culture.	
Products	
4. Identify, analyze and evaluate themes, ideas and perspectives related to the products being studied (e.g., public transportation, architecture, music).	Student Edition: 311-313, 502-508 Teacher Wraparound Edition: FF 338; LP 59, 481; LR 61, 69, 97, 129, 370
5. Examine media from the target culture to determine social, political and economic trends.	Student Edition: 100-102, 147-153, 360-362 <i>Vidéotour</i> 115, 327, 379 Teacher Wraparound Edition: CP 140, 219
Benchmark D: Analyze, discuss and report on significant contributions from the target culture.	
Products	
6. Identify styles and influences of artistic forms (e.g., dance, music, literature, art) from various historical and literary periods of the target culture.	Student Edition: 382-389, 403, 453-454 Teacher Wraparound Edition: CP 420; LP 28, 97, 277; SC 169
Connections: Connect with other disciplines and acquire information.	
Benchmark A: Investigate, analyze and present concepts from across disciplines.	
Integrated Studies	
1. Identify and discuss topics common to people in both the home and target cultures (e.g., economic, political, geographical, historical).	Student Edition: 100-102, 108-109, 232-234, 290 #2, 330-336, 393 #6-#7, 469 F Teacher Wraparound Edition: CP 343; CTA 466; FF 283, 468
2. Analyze information from various authentic sources about interdisciplinary topics (e.g., opera, genetics, nutrition).	Student Edition: 37-39, 147-148, 203-204, 311-313, 408-409, 333-336, 360-363, 366-367 Teacher Wraparound Edition: FO 137
3. Identify prominent figures from the target culture and discuss their contributions (e.g., El Greco, Rigoberta Menchú, Goethe, Cousteau, Catullus, Ibn Haldun).	Student Edition: 202-204, 408-409, 434, 453-454, 473 Teacher Wraparound Edition: AC 384; LC 137; LP 373; LR 97, 195, 370

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<p>Benchmark B: Investigate, analyze and present information and viewpoints from the target culture using authentic sources, and apply understandings across disciplines.</p>	
<p>New Viewpoints</p>	
<p>4. Analyze a social, economic, environmental or political issue (e.g., corporal punishment, divorce, pollution, political campaigns) using authentic target language resources.</p>	<p>Student Edition: 100-102, 203-204, 209-213, 360-363, 366-367, 466-469</p> <p>The following pages suggest issues that students may research further using authentic target language resources.</p> <p>Teacher Wraparound Edition: CP 183, 343, 385</p>
<p>5. Examine how people of the target culture preserve their cultural traditions (e.g., language, cuisine, dress) after emigration to the U.S. or to another country.</p>	<p>Student Edition: 170-176, 188-190, 202-204, 222 #2, 460-463, 466-469</p> <p><i>Vidéotour</i> 115 (Épisode 1), 327 (Épisode 2)</p> <p>Teacher Wraparound Edition: FF 468</p>
<p>6. Explain a practice from the target culture (e.g., wearing a burqa) from the perspective of the target culture.</p>	<p>Student Edition: 6-9, 62-65, 94-97, 122-126, 280-284</p> <p><i>Vidéotour</i> 327 (Épisode 3)</p> <p>Teacher Wraparound Edition: FF 369; LR 129</p>
<p>Comparisons: Develop insight into the nature of language and culture.</p>	
<p>Benchmark A: Analyze and discuss linguistic structures and conventions of the target language and English.</p>	
<p>Linguistic Comparisons</p>	
<p>1. Analyze and discuss how words are interrelated across languages (e.g., word families, prefixes, suffixes).</p>	<p>Student Edition: 94-97</p> <p>Teacher Wraparound Edition: AFL 98; CTA 124, 348, 361; FF 117, 124, 246; VE 503</p>
<p>Benchmark B: Analyze and explain how the target language and English express meaning through variations in style.</p>	
<p>Linguistic Comparisons</p>	
<p>2. Analyze and explain how the target language and English express such forms as time and tense relationships (e.g., conditional clauses, use of subjunctive versus simple indicative).</p>	<p>Student Edition: 83-87, 106-107, 155-159, 191-192, 194-195, 214-218, 264-265, 314-317, 417-420</p>

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<p>Benchmark C: Analyze and discuss how products, practices and perspectives of the students' own culture and the target culture overlap and differ.</p>	
<p>Cultural Comparisons</p>	
<p>3. Compare, contrast and discuss how a social issue is treated in both U.S. and target culture media (e.g., coed schools, airport security, health care, bureaucracy).</p>	<p>Student Edition: 100-102, 196 #1, 233-234, 295-297, 302 #2 <i>Vidéotour</i> 273 (Épisode 2) Teacher Wraparound Edition: CP 343; FF 246; HC 305; NS 283</p>
<p>4. Examine the influences of the target culture on students' own culture and vice versa (e.g., prevalence of salsa in the U.S., spread of fast-food restaurants abroad, democracy).</p>	<p>Student Edition: 392 #1 Teacher Wraparound Edition: CP 192, 393; FF 117, 124, 404; LP 319, 367; LR 83, 370</p>
<p>Benchmark D: Discuss the concept of culture through analysis of products, practices and perspectives of the target culture and students' own culture.</p>	
<p>Concept of Culture</p>	
<p>5. Compare the ways people in the target culture and students' own culture express universal themes (e.g., happiness, sorrow, birth, death, humor).</p>	<p>Student Edition: 103-107, 113, 303 #4-#5, 310-313, 446-450, 460-464, 469 E Teacher Wraparound Edition: CCC 38; LA 455</p>
<p>Communities: Participate in multilingual communities and cultures at home and around the world.</p>	
<p>Benchmark A: Provide information or services to individuals, the school or the community using knowledge of the target language and culture.</p>	
<p>Outreach</p>	
<p>1. Participate in a community and/or school service project (e.g., tutoring, teaching, translating/interpreting, assisting speakers of other languages).</p>	<p>Information contained in the following activities may be discussed and developed into student service projects. Student Edition: 160 #3, 161 #4, 321 #4 <i>Vidéotour</i> 115 (Épisode 3) Teacher Wraparound Edition: CC 469; CP 70, 355, 385; FF 246; GA 413</p>

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Benchmark B: Perform original or authentic works for a school or community event.	
Outreach	
<p>2. Perform original or authentic works for a school or community event (e.g., sing, dance, act).</p>	<p>Student Edition: 165 #3, 377 #6, 491 E</p> <p>Students may utilize the following references to create original or authentic works that may be performed for school or community events.</p> <p>Teacher Wraparound Edition: CP 143; GA 135, 413; RAS 296</p>
Benchmark C: Sustain communication with people locally and around the world.	
Outreach	
<p>3. Establish and maintain communication with speakers of the target language (e.g., pen pals, e-pals, people in the community) to exchange perspectives on issues of mutual interest.</p>	<p>Student Edition: Pages T22-T23 provide the instructor with information on how to guide students in proper use of the Internet as a tool for communication with members of the target culture.</p> <p>161 #6</p> <p>The following pages contain topics that students may develop into opportunities for communication with members of the target culture.</p> <p>Teacher Wraparound Edition: CC 151, 469; CCC 65, 175; CP 501; LP 153, 347</p>
Benchmark D: Report information about and personal reactions to various products, media and services of the target culture.	
Enjoyment and Enrichment	
<p>4. Explore the opportunity to host individuals from a target language country and report findings to others.</p>	<p>Student Edition: Page 399 D provides students with the opportunity to practice for hosting individuals from the target culture.</p> <p>The following pages may be discussed and expanded to prepare students for the opportunity to host members of the target culture.</p> <p>Teacher Wraparound Edition: CCC 65; CP 183; FF 175</p>
<p>5. Discuss content from a variety of target language sources (e.g., print media, movies, TV, Internet) with others.</p>	<p>Student Edition: 94-97, 100-102, 182 #3, 403 #4</p> <p>Teacher Wraparound Edition: CCC 175; CP 140, 420</p>

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<p>6. Contact target culture organizations (e.g., business associations, embassies, youth hostel associations) to obtain information of personal interest through a variety of means (e.g., video conference, Web inquiry, letter) and report findings to others.</p>	<p>Student Edition: 161 #6, 414 (insert) <i>Vidéotour</i> 429 (Épisode 3) The following references highlight organizations that students may contact for information that can be processed and reported to others.</p> <p>Teacher Wraparound Edition: AC 403; CC 151; CCC 65; CP 420; FF 124, 387, 404; LP 353</p>
<p>Benchmark E: Attend, participate in or view target culture events and describe to others.</p>	
<p>Enjoyment and Enrichment</p>	
<p>7. Attend, participate in or view via media, target culture events (e.g., fairs, festivals, exhibits and performances; programs given by Japanese/ American Society, Red Cross, consulates) and describe to others.</p>	<p>Student Edition: 372 (insert, bottom), 414 (insert) <i>Vidéotour</i> 167 (Épisode 3), 327 (Épisode 3), 379 (Épisode 1) The following references highlight information on target culture events that also may be available in video or other media format for student review and experience.</p> <p>Teacher Wraparound Edition: CP 70, 140, 420; L 455: LP 367</p>
<p>Benchmark F: Evaluate and discuss how understanding of another language and culture enhances job skills and career options.</p>	
<p>Career Exploration and Skills</p>	
<p>8. Prepare documents (e.g., application for job, visa, passport; résumé) necessary to obtain a job, internship or volunteer position in the target language country.</p>	<p>The following activities may be utilized as basic models for additional preparation of documents related to work, travel, and volunteering in the target culture.</p> <p>Student Edition: 151-153, 161 #4-#7, 165 #2</p> <p>Teacher Wraparound Edition: CC 353; LR 153</p>
<p>9. Examine needs of corporations, businesses, government agencies and private international organizations to identify jobs requiring foreign language proficiency.</p>	<p>Student Edition: 161 #4-#6</p> <p>Teacher Wraparound Edition: CC 151, 353, 469, 477</p>

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<p>Benchmark G: Develop evaluative tools and implement group strategies to complete tasks and solve problems.</p>	
<p>Career Exploration and Skills</p>	
<p>10. Work cooperatively (e.g., create and evaluate alternatives) on tasks related to a current or historical event (e.g., environmental issues, political crises, colonization).</p>	<p>The following references provide students with material and information that may be utilized in group activities related to current and historical events.</p> <p>Student Edition: 161 #4, 393 #7, 469 F</p> <p>Instructors may direct students to work cooperatively on tasks related to current and historical topics contained in the following references.</p> <p>Teacher Wraparound Edition: CC 151; CP 219, 267, 343, 385; NS 283</p>