

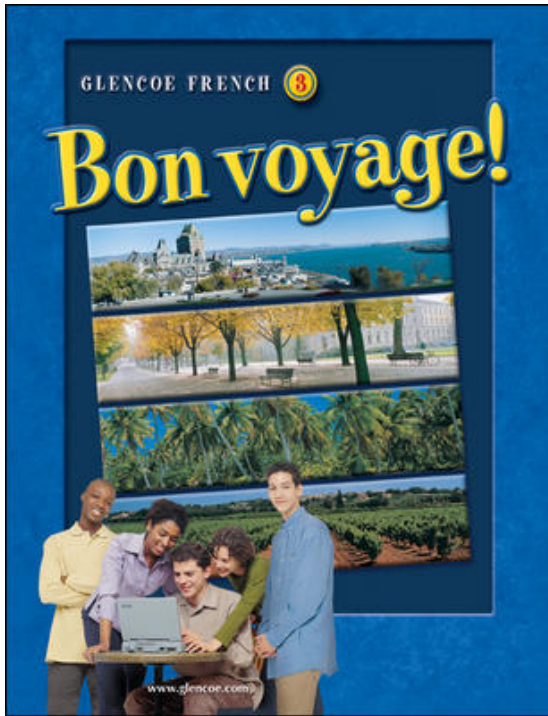


Glencoe

Modern Languages---Year Three
(Emerging)



Tennessee



GLENCOE FRENCH **3**
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STANDARDS	PAGE REFERENCES
I. Standard Number 1 (Goal One): Communicate in a Language Other Than English	
Standard Rationale: This standard focuses on interpersonal communication. A primary goal of modern foreign language instruction is to enable students to interact verbally with each other. Students of non-European (Romance) languages may face greater challenges in this area than do students of languages more closely related to English.	
Learning Expectations:	
1.1 In the target language, engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.	
Performance Indicators:	
<p>The student is able to</p> <ul style="list-style-type: none"> use verbal and written exchanges to share personal data, information, and preferences (e.g., events in one's life, past experiences, preferred leisure activities, likes, dislikes, needs); 	<p>Student Edition: 17 #4, 31 #4, 48 #4, 49 #6-#7, 70 #2, 71 #5, 102 C, 131 #5-#6, 143 #4, 160 #1-#2, 182 #2, 196 #3, 241 #4, 266 #2, 321 #6, 336 E, 342 #2, 372 #1, 402 #1, 403 #4</p> <p>Teacher Wraparound Edition: C 63 Step 6; CP 10</p>

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<ul style="list-style-type: none"> plan events and activities with others using authentic schedules; 	<p>Student Edition: 70 #1, 142 #1-#2, 291 #6, 354 #3, 402 #3, 423 #6</p> <p>Teacher Wraparound Edition: CP 70, 355, 373; GA 125; PA 136</p>
<ul style="list-style-type: none"> use verbal and written exchanges to express opinions (e.g., concerning current events, about topics of personal or community interest); 	<p>Student Edition: 71 #4 and #6, 89 #6, 102 B-C, 108 #3, 109, 131 #3-#4, 142 #3, 143 #4, 160, 161 #8, 241 #4, 251 #4, 266 #2, 290 #1, 291 #5, 321 #6, 342 #2, 343 #5, 372 #2-#3, 393 #6</p>
<ul style="list-style-type: none"> use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket). 	<p>The following page references include role-play activities that require student use of vocabulary related to the acquisition of goods and services.</p> <p>Student Edition: 30, 31 #3, 88 #1, 250 #1, 402 #3</p> <p>Teacher Wraparound Edition: LR 65</p>
<p>1.2 Understand and interpret both written and spoken forms of the target language on a variety of topics.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> use appropriate vocabulary to acquire goods and services (e.g., shopping in a supermarket); 	<p>The following references include role-play activities that require student use of vocabulary related to the acquisition of goods and services.</p> <p>Student Edition: 30, 31 #3, 88 #1, 250 #1, 402 #3</p> <p>Teacher Wraparound Edition: LR 65</p>
<ul style="list-style-type: none"> give and follow oral and written directions (e.g., for travel, for cooking); 	<p>Student Edition: 26 E, 30 #2, 49 #5, 138 B, 160 #1-#2, 247-249, 303 #5, 339 #5, 367 C, 427</p> <p>Teacher Wraparound Edition: C 298 Recycling; CC 17; CP 192; GA 507; LA 455, 467; LR 239</p>
<ul style="list-style-type: none"> use appropriate verbal strategies and cues (e.g., rephrasing, circumlocution, repetition, tone, stress, intonation) to communicate spoken messages and maintain listening comprehension; 	<p>Student Edition: 5 #4, 44 #2, 61 #4, 66-68, 85 #8, 104 #4, 156, 237, 353 #5-#6, 368-369, 433 #1, 479 #3, 488 #2</p> <p>Teacher Wraparound Edition: RAS 9, 48, 95</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> use and respond to culturally appropriate nonverbal cues (e.g., gestures, physical distance, eye contact) to communicate spoken messages and maintain listening comprehension. 	<p>Student Edition: 66-69, 128 #3, 343 #7, 450 D, 485-486 <i>Vidéotour</i> 379 Episode 2</p> <p>Teacher Wraparound Edition: LR 467; RAS 60, 155</p>
<p>1.3 Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> describe objects and people in greater detail (e.g., shopping in a supermarket); 	<p>Student Edition: 88 #1, 89 #4, 102 B-C, 143 #4, 148 B, 196 #2, 213 C, 219 #1 and #4, 222 #3, 250 #3, 266 #2, 267 #3, 281 B, 291 #5, 324 #1, 392 #1-#2, 501 E</p> <p>Teacher Wraparound Edition: C 233 Step 3; CP 183; J 152 Assessment; LR 61, 83, 125; RAS 283</p>
<ul style="list-style-type: none"> give and follow oral and written directions (e.g., for travel, for cooking). 	<p>Student Edition: 26 E, 30 #2, 49 #5, 138 B, 160 #1-#2, 247-249, 303 #5, 339 #5, 367 C, 427</p> <p>Teacher Wraparound Edition: C 298 Recycling; CC 17; CP 192; GA 507; LA 455, 467; LR 239</p>

STANDARDS	PAGE REFERENCES
II. Standard Number 2 (Goal Two): Gain Knowledge and Understanding of Other Cultures	
<p>Standard Rationale: The study of another language enables students to understand a different culture on its own terms. The exquisite connections between the culture that is lived and the language that is spoken can only be realized by those who possess a knowledge of both. American students need to develop an awareness of other people’s world views, of their unique way of life, and of the patterns of behavior which order their world, as well as learn about contributions of other cultures to the world at large and the solutions they offer to the common problems of mankind.</p>	
<p>Learning Expectations: 2.1 Demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p>	
<p>Performance Indicators:</p>	
<ul style="list-style-type: none"> use the language being studied to comprehend and express ideas about aspects of the culture being studied and compare them to the learner’s daily experience in areas like school, transportation, clothing, food, family, etc.; 	<p>Student Edition: 16, 65 D, 108 #3, 130, 196 #1, 240 #2, 290 #2, 302 #2, 303 #4, 320 #3, 336 E, 342 #1 and #3</p> <p>Teacher Wraparound Edition: C 235 Group Activity; CCC 38, 41; CP 10, 118, 343; FF 136; LR 83; NS 56, 116, 283</p>
<ul style="list-style-type: none"> form bases for understanding relationships between geographical features and cultural practices and products; 	<p>Student Edition: 6-10, 41-42, 182 #3, 211, 440-441</p> <p><i>Vidéotour</i> 55 Episodes 2-3, 167 Episode 3, 225 Episode 1, 379 Episode 1, 429 Episode 2</p> <p>Teacher Wraparound Edition: CP 49, 183, 192, 501; FF 369; LP 5, 64 top, 69, 70, 174, 265, 355, 459</p>
<ul style="list-style-type: none"> observe and discuss typical patterns of behavior and use appropriate verbal and non-verbal forms of interaction for daily activities among peers and adults. 	<p>Student Edition: 48 #2, 66-67, 94-97, 100-102, 113 #3, 174-176, 232-234, 303 #5, 310</p> <p><i>Vidéotour</i> 115 Episode 2-3, 167 Episode 2, 379 Episode 2</p> <p>Teacher Wraparound Edition: C 296 Paired Activity; CCC 38; CP 70; LP 156; RAS 95</p>

STANDARDS	PAGE REFERENCES
<p>Learning Expectations: 2.2 Demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> experience (read, listen to, observe, perform) expressive products of the cultures being studied (e.g., literature, music, film and art); 	<p>Student Edition: 388, 411-413, 434-511 <i>French Online</i> 28, 138 <i>Vidéotour</i> 225 Episode 3, 273 Episode 3 Teacher Wraparound Edition: AC 395, 403; CCC 175; CP 70, 140, 143, 420; LP 383</p>
<ul style="list-style-type: none"> participate in sports, music, entertainment and other age-appropriate activities for the cultures being studied. 	<p>Student Edition: 147-148 <i>French Online</i> 28, 31, 63, 123, 137 <i>Vidéotour</i> 167 Episode 1, 273 Episode 3, 379 Episode 1 Teacher Wraparound Edition: CCC 175; CP 70, 140, 192, 420; GA 413</p>
<p>III. Standard Number 3 (Goal Three): Connect with Other Disciplines and Acquire Information</p>	
<p>Standard Rationale: Foreign language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum either formally or informally. The conscious effort to connect the foreign language curriculum with other parts of students' academic lives opens doors to information and experiences which enrich the students' entire school and life experience. Those connections flow from other areas to the foreign language classroom and also originate in the foreign language classroom to add unique experiences and insights to the rest of the curriculum.</p>	
<p>Learning Expectations: 3.1 Reinforce and further knowledge of other disciplines through the foreign language.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> use and pronounce accurately target language words in other subjects; 	<p>Student Edition: 35-39, 100-102, 134-135, 173-176, 183 #5, 207-213, 223, 232-234, 254-257, 334-336, 360-363, 366-367, 403 Teacher Wraparound Edition: AC 391; CP 192, 343, 385, 420</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> acquire and use information from a variety of authentic materials about a topic being studied in other school subjects in the target language classroom; 	<p>Student Edition: 37-38, 41, 94-95, 100-101, 147, 151-152, 203, 209-212, 308, 311-312, 360-362, 366, 408 <i>French Online 4</i></p> <p>Teacher Wraparound Edition: CCC 65, 175; CP 70, 219, 262, 393, 420; L 474 4th bullet</p>
<ul style="list-style-type: none"> use acquired information as it relates to the target language classes in order to compare and contrast. 	<p>Student Edition: 16 #2-#3, 108 #3, 130 #2, 131 #4, 139-141, 148 C, 159 #8, 164, 196 #1, 240 #2, 251 #4, 302 #2, 303 #4, 320 #3, 342 #1, 457 H</p> <p>Teacher Wraparound Edition: C 283 Paired Activity; CCC 38, 41; CP 10, 118; CTA 234, 466; E 340; FF 246; NS 283</p>
<p>Learning Expectations: 3.2 Acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> express meaning using appropriate idioms; 	<p>Student Edition: 60, 101, 366, 389, 461, 507, 510</p> <p>Teacher Wraparound Edition: FF 492; L 465 Additional Practice; VE 332, 492, 503</p>
<ul style="list-style-type: none"> expand knowledge of verbs to include all the indicative and imperative moods; 	<p>Student Edition: 11-15, 27-29, 66-68, 79-80, 83-87, 105-106, 126-129, 191-195, 247-249, 314-317, 400-401, 417-418, 478-483</p> <p>Teacher Wraparound Edition: L 448 Note, 466 Step 2 Note, 475 Step 8 Note</p>
<ul style="list-style-type: none"> use new information and perspectives of other cultures to broaden personal experiences. 	<p>Student Edition: 9-10, 16 #3, 62-65, 100-102, 122-125, 173-176, 202-204, 207-213, 232-234, 280-284, 385-389, 408-409, 466-469, 474-477</p> <p>Teacher Wraparound Edition: CCC 41; CP 70, 219, 343; CTA 124, 382; FF 246</p>

STANDARDS	PAGE REFERENCES
IV. Standard Number 4 (Goal Four): Develop Insight into the Nature of Language and Culture	
Standard Rationale: Students benefit from language learning by discovering different patterns among language systems and cultures. Through the study of a new language system and the way such a system expresses meanings in culturally appropriate ways, students gain insights into the nature of language, linguistic and grammatical concepts, and the communicative functions of language in society, as well as the complexity of the interactions between language and culture.	
Learning Expectations: 4.1 Demonstrate understanding of the nature of language through comparisons of the language studied and one's own.	
Performance Indicators:	
<p>The student is able to</p> <ul style="list-style-type: none"> apply prefixes and suffixes to root words; 	<p>In addition to prefixes and suffixes, the page references below include exercises and information related to other types of word formation (contractions, abbreviations, email texting, etc.)</p> <p>Student Edition: 95, 97 E, 113 #3, 278 Plus de vocabulaire, 333 #4, 419-421, 452 #2</p> <p>Teacher Wraparound Edition: AFL 98; VE 35, 432</p>
<ul style="list-style-type: none"> examine the natural flow and rhythm inherent to both languages; 	<p>Student Edition: 24-25, 66-67, 76-77, 136-137, 188-189, 245, 295-296, 348, 398-399, 440, 443, 455, 474-476, 485, 510</p> <p><i>Vidéotour</i> 55, 225, 273, 327, 429</p> <p>Teacher Wraparound Edition: CCC 175</p>
<ul style="list-style-type: none"> implement appropriate sentence structure and paragraph construction; 	<p>Student Edition: 53 #3, 88 #2, 130, 161 #4, 196 #1-#2, 213 C, 219 #4, 222 #1, 267, 301 #5-#6, 303 #4, 342 #1-#2, 393 #7, 437 E, 483 #8</p> <p>Teacher Wraparound Edition: CP 26</p>
<ul style="list-style-type: none"> develop usage of accurate grammatical practices; 	<p>Student Edition: 12, 28-29, 44-47, 68-69, 81-82, 85-87, 103-107, 141, 155-159, 192-195, 214-218, 235-239, 264-265, 285-289, 298-301, 337-341, 370-371, 390-391, 414-420</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> apply similarities and differences between English and target language; 	<p>Student Edition: 43-47, 66-69, 79-80, 83-87, 94-97, 103-107, 113 #3, 155-159, 214-215, 247-249, 264-265, 300-301, 310, 314-315, 368-371</p> <p>Teacher Wraparound Edition: AFL 98, 147, 231; CTA 124; FF 124; RAS 95; VE 136, 472, 503</p>
<ul style="list-style-type: none"> express meaning using appropriate idioms; 	<p>Student Edition: 60, 101, 366, 389, 461, 507, 510</p> <p>Teacher Wraparound Edition: FF 492; L 465 Additional Practice; VE 332, 492, 503</p>
<ul style="list-style-type: none"> expand knowledge of verbs to include all the indicative and imperative moods. 	<p>Student Edition: 11-15, 27-29, 66-68, 79-80, 83-87, 105-106, 126-129, 191-195, 247-249, 314-317, 400-401, 417-418, 478-483</p> <p>Teacher Wraparound Edition: L 448 Note, 466 Step 2 Note, 475 Step 8 Note</p>
<p>Learning Expectations: 4.2 Recognize that cultures use different patterns of interaction and apply this knowledge to one's own culture.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> compare and contrast culturally appropriate verbal and nonverbal cues in both cultures; 	<p>The instructor may use information from the following references to guide student identification and comparison of verbal and nonverbal cues found in the native and target cultures.</p> <p>Student Edition: 66-69, 128 #3, 343 #7, 450 D <i>Vidéotour</i> 379 Episode 2</p> <p>Teacher Wraparound Edition: LR 467; RAS 60, 155</p>
<ul style="list-style-type: none"> discern behavioral expectations in changing circumstances; identify different cultures' belief value systems; 	<p>Student Edition: 30 #2, 31 #3, 129 #5, 142 #2, 302 #1, 303 #5, 310, 320 #2, 354 #3, 477 E, 501 F, 511 E</p> <p>Teacher Wraparound Edition: CM 195; CTA 25; J 311 Step 3</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> focus on similarities and differences of core beliefs; 	<p>Student Edition: 71 #6, 89 #6, 100-102, 108 #3, 122-125, 130 #2, 173-176, 183 #1, 188-190, 276-284, 290 #1, 296-297, 302-303, 342 #1, 385-389 <i>Vidéotour</i> 167 Episode 2</p> <p>Teacher Wraparound Edition: CCC 65; CP 343; CTA 124; FF 469</p>
<ul style="list-style-type: none"> understand origin and existence of cultures' social patterns; 	<p>Student Edition: 2-10, 62-65, 94-97, 100-102, 122-126, 173-176, 207-213, 232-234, 280-284, 308-309, 334-336, 382-389, 412-413, 453-457 <i>Vidéotour</i> 55 Episode 2, 115 Episode 2-3, 167, 225 Episode 1, 327 Episode 2-3</p> <p>Teacher Wraparound Edition: CCC 41; CP 70; FF 175, 210, 469; LP 5, 51, 64 (page 65 top right); NS 125; PC 101</p>
<ul style="list-style-type: none"> compare music, art, literature and other tangible products from diverse cultures; 	<p>Student Edition: 148 C, 175, 311-313, 403, 504-507 <i>French Online</i> 28, 138 <i>Photo</i> 133, 180-181, 420 <i>Vidéotour</i> 379 Episode 3, 429 Episode 2</p> <p>Teacher Wraparound Edition: AC 395; FF 228, 338; L 455 Step 2, 474 4th bullet; LP 19, 22 (page 22), 28, 277, 279, 313, 319, 373, 481; LR 83</p>
<ul style="list-style-type: none"> compare simple patterns of behavior; 	<p>Student Edition: 16 #2-#3, 62-65, 71 #5, 76-78, 94-97, 113 #3, 130 #2, 280-284, 290 #2, 302-303, 451 F</p> <p>Teacher Wraparound Edition: C 336 Paired Activity; CCC 41; CP 10, 70, 140; CTA 466; LP 64 (page 65 top right), 283; MC 361; NS 125, 283</p>
<ul style="list-style-type: none"> compare and contrast culturally appropriate verbal and nonverbal cues in both cultures; 	<p>Student Edition: 24-25, 76-77, 136-137, 188-189, 245, 295-296, 348, 398-399, 448-450, 486 B <i>Vidéotour</i> 115 Episode 3, 327 Episode 3</p> <p>Teacher Wraparound Edition: CCC 38; CP 70; FF 505; L 504 Step 4; LR 467</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> distinguish circumstantially correct behavioral expectations. 	<p>Student Edition: 30 #2, 31 #3, 129 #5, 142 #2, 302 #1, 303 #5, 310, 320 #2, 350 #3, 501 F</p> <p>Teacher Wraparound Edition: CM 195; CTA 25; J 311 Step 3</p>
<ul style="list-style-type: none"> compare rituals, folklore and other intangible products from diverse cultures; 	<p>Student Edition: 71 #5, 174-176, 188-190, 209-213, 280-284, 302-303, 408-409, 443, 510-511</p> <p><i>Vidéotour</i> 167 Episode 1, 225 Episode 2, 327 Episode 3</p> <p>Teacher Wraparound Edition: CCC 492; CP 70, 71, 141; HC 305; LC 455; LP 156, 197, 265 (page 264), 481; LR 129, 423; NS 125</p>
<ul style="list-style-type: none"> focus on the commonalities of other cultural systems and Tennessee traditions; 	<p>Student Edition: 71 #6, 130 #2, 131 #3, 182 #1-#2, 196 #1-#2, 280-284, 290 #1-#2, 325 #4, 393 #5, 423 #5, 453-455, 508 D</p> <p>Teacher Wraparound Edition: CP 71; CTA 234; LP 69</p>
<p>V. Standard Number 5 (Goal Five): Participate in Multicultural Communities at Home and Around the World</p>	
<p>Standard Rationale: Students are highly motivated to excel in their study of a second language when they see immediate applications for the skills they learn. They find their ability to communicate in other languages better prepares them for school and community projects, enables them to expand their employment opportunities both at home and abroad, and allows them to pursue their own interests for personal benefit. Ultimately, as a result of their ability to communicate in other languages, students realize the interdependence of people throughout the world. This goal combines elements from each of the other goal areas.</p>	
<p>Learning Expectations: 5.1 Use the language both within and beyond the school setting.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> identify how local community members use the target language in their work; 	<p>Students may investigate how the target language is used by community members associated with the careers and career areas featured in the references below.</p> <p>Teacher Wraparound Edition: CC 17, 151, 353, 469, 477; CCC 65; CP 192; FF 404; L 474 4th bullet</p>

STANDARDS	PAGE REFERENCES
<ul style="list-style-type: none"> present information about the target language and the target culture; 	<p>Student Edition: 161 #4, 219 #4, 392 #1</p> <p>Teacher Wraparound Edition: C 135 Group Activity; CCC 175; CP 49, 140, 183, 192, 262, 343, 385, 393, 501; RAS 35</p>
<ul style="list-style-type: none"> locate examples of signs, ads, etc. in the target language using the Internet, magazines, etc.; 	<p>The following page references contain French signs and advertisements. The instructor may direct students to utilize media sources in the location of additional examples.</p> <p>Student Edition: 41, 311-312</p> <p><i>Photo</i> 11, 68 top, 82, 88, 125 insert, 138, 154, 159, 193 bottom, 349, 355 bottom, 425</p> <p>Teacher Wraparound Edition: LP 19, 59, 61; LR 10, 14, 65, 195, 239, 406, 433, 467</p>
<ul style="list-style-type: none"> demonstrate awareness of the importance of people, holidays, and traditions in target language countries. 	<p>Student Edition: 6-10, 15 #8, 62-64, 122-126, 173-176, 188-190, 202-204, 276-284, 408-409, 412-413, 453</p> <p><i>French Online</i> 392</p> <p><i>National Geographic</i> 209-213</p> <p><i>Photo</i> 195 right</p> <p><i>Vidéotour</i> 115 Episode 3, 167</p> <p>Teacher Wraparound Edition: AC 78; CCC 41; CP 501; FF 124; LC 137; LP 69, 145, 153, 183 (page 182 bottom left); LR 129; NS 125, 504; PC 101</p>
<p>5.2 Show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.</p>	
<p>Performance Indicators:</p>	
<p>The student is able to</p> <ul style="list-style-type: none"> identify the main ideas and basic details in diverse, authentic media forms (e.g., radio, television, film, live presentations); 	<p>Student Edition: 423 #6</p> <p>Teacher Wraparound Edition: CP 70, 140, 420; FO 4, 179; L 455 Step 1, 474 4th bullet; LP 367; RAS 48</p>
<ul style="list-style-type: none"> exchange letters or e-mails with target language speakers (in the target language); 	<p>Student Edition: 113 #3</p> <p>Teacher Wraparound Edition: C 177 Additional Practice; CC 151; CCC 65; CP 262, 385</p>

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<ul style="list-style-type: none"> find various sources in the target language to obtain information on current events and information of personal interest. 	<p>Student Edition: 161 #4, 270 #3 <i>French Online</i> 63, 137, 172, 202, 241, 266, 300, 392</p> <p>Teacher Wraparound Edition: CCC 65; CP 11, 70, 192, 219, 262, 385, 393, 420; T22-T23</p>