

Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French III

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
		Introduction –Reprise: Vive les vacances !				
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1b, E1a, E1b	Obj 5(3A) Obj 6(3A)	Reprise A – La vie courante The learner will: Talk about favorite/vacation activities, describe oneself/others, talk about food/beverages, review use of present tense of regular/irregular verbs, review être, avoir, aller, faire, venir , and expressions, use of present tense with depuis , to talk about what he/she has been doing, regular/ irregular adjectives, partitive articles, learn how French young people spend their vacations, review the French-speaking world/people, read for pleasure/information.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, E1a, E1b	Obj 5(3A) Obj 6(3A)	Reprise B –Hier et avant The learner will: Talk about clothes to describe people, review use of passé composé to describe past events, review the imparfait and its uses to describe the past, review the cultural background of French-speaking world.	I	D	M	R
A1a, A1b, A1c, C1a, C1b, D1a, E1a, E1b	Obj 5(3A) Obj 6(3A)	Reprise C – Nous et les autres The learner will : Refer to people, things, and places, offer, accept, or refuse personal services, ask for assistance, review the use of object pronouns, negative expressions, different use of the verbs connaître/savoir , other irregular verbs: voir, écrire , learn how French young people spend their vacations, review the French-speaking world/people, read a short story for pleasure.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1b, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 5(3B) Obj. 6(3B)	Unit 1 – Au jour le jour The learner will: Part 1 – Describe what a person looks like, talk about caring for one’s appearance, use adjectives, definite article with parts of the body, use parts of the body to describe people’s ailments, use reflexive verbs to describe what people do for themselves, understand the importance of personal appearance for French young people, how artists have expressed their concept of beauty, read for pleasure.	I	D	M	R

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A1b, B1a, B1b, C1a, C1b, D1a, D1c	Obj.1(B,C) Obj.2(B,D) Obj. 5(3B) Obj. 6(3B)	Interlude Culturel 1 – Le monde des arts The learn will : Read for content: information about French modern art, read poems by Desnos/Prévert, learn about impressionism/impressionist artists: Monet, Degas, Renoir, Manet, B. Morisot, learn about artists of the post-impressionist era: Van Gogh, Gauguin, Matisse, Rousseau, Toulouse-Lautrec.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 2 – Soyons utiles! The learner will : Part 1 – Talk about helping around the house, ask for help and offer help, use the subjunctive with il faut que to explain what has to be done, understand what the French call bricolage , learn about favorite French pastimes, understand types of creative activities French young people engage in at home, read for pleasure.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Part 2 – Ask for help, offer to help, refuse to help, describe objects, use subjunctive forms of irregular verbs être, avoir, aller, faire , use the subjunctive after impersonal expressions, use vouloir que and the subjunctive to tell people what you would like them to do, learn about after-school and summer work of French teens, read for pleasure, expand historical knowledge, read fiction: a medieval fable.	I	D	M	R

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A1b, B1a, B1b, C1a, C1b, D1a, D1c	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Interlude Culturel 2 – Les grands moments de l’histoire de France (jusqu’en 1453) The learner will: Read for content: information about early French history, read an Asterix cartoon, La Chanson de roland , learn about important periods/events of early French history, important leaders: Vercingétorix, Charlemagne, roland, Guillaume le Conquérant, Aliénor d’Aquitaine, Jeanne d’Arc, learn about literature related to early French history: Astérix, La Chanson de Roland.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 3 – Vive la nature! The learner will : Part 1 – Talk about outdoor activities, vacation pleasures/problems, describe the natural environment and how to protect it, use the passé composé to talk about the past, use the imparfait/passé composé to narrate past events, understand why the French people feel close to their roots, feel about their environment, incorporate tourisme écologique into their vacation plans, read for pleasure and scan for information.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1b, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Part 2 – Talk about weather conditions, natural phenomena, describe habitual past actions, narrate a sequence of past events using the passé composé/imparfait , recognize the passé simple in written narration/literary texts, learn why Jacques Cousteau is so well known and what important work he is doing, understand what the culte du soleil represents, read for pleasure/fiction: short story by Gascinny.	I	D	M	R
A1b, B1a, B1b, C1a, C1b, D1a, D1c	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Interlude Culturel 3 – Les grands momts de l’histoire de France (1453-1715) The learner will : Read for content: information about the classical period of French history, read a summary of Cyrano de Bergerac , a fable: Le corbeau et le renard by Jean de la Fontaine, learn about La Renaissance and Le Grand Siècle in French history, learn about François Ier, Léonard de Vinci, Louis XIV, Cyrano de Bergerac, French châteaux , architectural styles.	I	D	M	R

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A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 4 – Aspects de la vie quotidienne The learner will : Part 1 – Be able to buy stamps and mail letters, purchase small items he/she might need, use object pronouns y/en , indefinite expressions of quantity, learn about where to buy various items and obtain services in France, compare/contrast French and American shopping habits, read for pleasure.	I	D	M	R
A1a, A1b, A1c, C1a, D1a, D1b, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Part 2 – Be able to have items fixed/cleaned, get a haircut, ask for a variety of services, answer questions and refer to people, things, and places using object pronouns, use faire + infinitive to describe actions that people have others do for them, learn where to obtain various services, read for pleasure, a humorous play: Une histoire de cheveux.	I	D	M	R
A1b, B1a, B1b, C1a, D1a, D1c	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Interlude Culturel 4 – Vive la musique! The learner will : Read for content: information about the musical landscape of France and the French-speaking world, read a song: Mon pays by Vigneault, learn about famous French singers of yesterday/today: Édith Piaf, Joséphine Baker, contemporary stars, learn about the multi-cultural aspect of music from the francophone world, French classical musicians: Lully, Chopin, Bizet, Debussy.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1a, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 5 – Bon voyage ! The learner will: Part 1 – be able to make travel plans, go through passport control and customs, make negative statements, using affirmative/negative expressions, learn what French young people do when they travel and where they go, read for pleasure.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Part 2 – Be able to make travel arrangements/purchase tickets, travel by plane/train, use the future tense to talk about future events, use si/quand to talk about what one would do, learn why the train is the most popular means of transportation in France, how the Eurotunnel has linked Great Britain and the rest of Europe, read for information /pleasure, read illustrated fiction: Le mystérieux homme en bleu.	I	D	M	R

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A1b, B1a, B1b, C1a, C1b, D1a, D1c	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Interlude Culturel 5 – Les grands moments de l’histoire de France (1715-1870) The learner will : Read for content: information about the historical foundation of modern France, the Declaration of the Rights of Man and the French national anthem, La Marseillaise , read a summary of Les Misérables by Victor Hugo, learn about the French Revolution and Napoleonic era and important people: Marie-Antoinette, Louis XVI, Napoléon, learn about French institutions that developed after the revolution: la fête nationale, le drapeau, Marianne, le musée du Louvre, les départements français, le système métrique, l’armée nationale, l’hymne national, learn about the French romantic writer/politician Victor Hugo.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 6 – Séjour en France The learner will : Part 1 – be able to decide where to stay when traveling, reserve a hotel room, use comparative adjectives/adverbs to compare people, things, places, situations, use superlatives to make comparisons, learn about different places you can stay while visiting France, how to use a French guidebook to find a hotel, read for information.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Part 2 – Be able to ask for services in a hotel, ask for an alternative using the interrogative pronoun lequel , use demonstrative pronouns to point out people or things, use possessive pronouns, learn about hotel services, read for enjoyment, fiction: a short story.	I	D	M	R
A1b, B1a, B1b, C1a, C1b, D1a, D1c	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Interlude Culturel 6 – Les grands moments de l’histoire de France (1870-présent) The learner will: Read for content: information about 20 th century France, read poem: Liberté Paul Élard, film summary: Au Revoir, les Enfants , learn about important periods/events of French history, people in science /politics: Marie Curie, Jean Moulin, Simone Veil, Charles de Gaulle, learn about literature/film 1870 to present: Paul Élard, Louis Malle.	I	D	M	R

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A1a, A1b, A1c, B1a, C1a, C1b, D1a, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Part 2 – be able to explain what is wrong to a doctor, go to the dentist’s office, the emergency room, use the past subjunctive to express feelings or attitudes about past actions/events, learn how the French help provide health care to less fortunate people around the world, read for enjoyment, a short story: En Voyage by Guy de Maupassant.	I	D	M	R
A1b, B1a, B1b, C1a, C1b, D1a, D1b, D1c	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Interlude culturel 7 – Les français d’aujourd’hui The learner will : Read for content: information about modern France as a multi-ethnic/multi-cultural society, read a song: Éthiopie , learn about the French as citizens of Europe, French humanitarians: L’abbé Pierre, Coluche, the new French mosaic: the impact of immigration on French society, the Maghrébins : their culture and their religions, SOS Racisme .	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unité 8 – En ville The learner will: Part 1 – make a date or arrange to meet friends at a specific time and place, use the imperfect to make wishes/suggestions, use the imperfect/pluperfect to narrate past actions in sequence, learn how French cities developed historically, learn about the advantages/disadvantages of urban life, read for information.	I	D	M	R

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A1a, A1b, A1c, B1a, C1a, C1b, D1a, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Part 3 –Discuss city life, use the past conditional to hypothesize about what one would do under certain circumstances, learn what types of street artists you might see in Paris or other large cities, read for enjoyment, a short story: Les pêches by André Theuriet.	I	D	M	R
A1b, B1a, B1b, C1a, C1b, D1a, D1c	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Interlude Culturel 8 – Les Antille francophones The learner will: Read for content: information about the French-speaking Caribbean islands, read poetry: Pour saluer le Tiers-Monde by Aimé Césaire; Pour Haïti by René Depestre, read a film summary: Rue Cases-nègres , learn about important periods/events of the French Antilles, important people from the Antilles: Joséphine de Beauharnais, Aimé Césaire, Toussaint Louverture, learn about Haitian art as an expression of life.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, D1a, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unite 9 – Les relations personnelles The learner will : Part 1 – Talk about friends/acquaintances describe friendship, express feelings toward other people, congratulate, comfort, and express sympathy for other people, use reflexive verbs to describe how people interact with each other, use relative clauses to describe people/things in complex sentences, learn what friendship/family life mean to the French, what young people in France do to help the disadvantaged, read for information.	I	D	M	R

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A1b, B1a, B1b, C1a, C1b, D1a, D1c	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Interlude Culturel 9 – L’Afrique dans la communauté francophone The learner will : Read for content: information about Western/Central Africa in Francophone world, read an African fable: La gélinotte et la tortue , a poem: Afrique by David Diop, African legend: La légende baoulé by Bernard Dadié, learn about important periods/ events of African history: prehistory, empires colonization/ independence, Western Africa facts: people, language, religions, traditions, art/influence on European art.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1a, D1b, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 10 – Vers la vie active The learner will : Part 1 – talk about what he/she plans to study in the future, discuss jobs/professions/plans for a career, use the proposition + infinitive construction with pour, sans, avant de , use the past infinitive after après to describe an action that occurs before another action, use the present participle to describe simultaneous actions, use the present participle to indicate why he/she does certain things, learn how important academic success is to French young people, learn which are the most popular professions in France, read for information.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 3(B,F) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Part 2 – Indicate what type of job/profession he/she would like to have, be able to look for a job, describe his/her personal qualifications, prepare a résumé in French, use conjunction + subjective to explain the purpose, conditions or restrictions, or time limitations of an action, learn how to prepare for an interview with a French company, read for information and enjoyment, a short story: Le portrait by Yves Thériault.	I	D	M	R

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