

French IV

Foreign Language Curriculum Framework

Revised 2007

Course Title: French IV
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure: Secondary French
 Grades: 9-12

French IV

French IV is an elective course that furthers the communication skills acquired in French III, with the aim of language proficiency. French IV includes extensive oral expression. *Authentic* audio and video recordings as well as native French speakers are accessed to improve comprehension and conversation. Reading selections from *authentic* materials and selected French literature are read for comprehension. Discussion, debate, projects, compositions, and other directed writings demonstrate understanding of the culture and the complexities of the language and vocabulary. The majority of the course is conducted in French. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for French IV and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. French III is a prerequisite for this course. Arkansas Department of Education approval is not required.

Strand	Content Standard
Communication	
	1. Students shall process oral, written, and/or visual messages in French (<i>interpretive</i>).
	2. Students shall interact with others verbally and/or in writing in French (<i>interpersonal</i>).
	3. Students shall present to an audience of listeners and/or readers in French (<i>presentational</i>).
Culture	
	4. Students shall demonstrate an understanding of the <i>practices</i> of the Francophone cultures (<i>practices</i>).
	5. Students shall demonstrate an understanding of the <i>products</i> of the Francophone cultures (<i>products</i>).
	6. Students shall demonstrate an understanding of the <i>perspectives</i> of the Francophone cultures (<i>perspectives</i>).
Connections	
	7. Students shall apply French to reinforce and expand their knowledge of other subject areas (<i>cross-curricular</i>).
	8. Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (<i>global perspectives</i>).
Comparisons	
	9. Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).
	10. Students shall demonstrate understanding of the similarities and differences between the Francophone cultures and their own (cultures).
Communities	
	11. Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (<i>involvement</i>).
	12. Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (<i>ownership</i>).

Strand: Communication

Standard 1: Students shall process oral, written, and/or visual messages in French (interpretive).

CMC.1.FIV.1	Examine <i>proverbs, colloquialisms, and complex idiomatic expressions</i>
CMC.1.FIV.2	Interpret the principal message and cultural nuances of signs, gestures, and <i>intonation</i>
CMC.1.FIV.3	Use learned reading and listening strategies to enhance comprehension
CMC.1.FIV.4	Analyze main idea(s) and supporting details from a variety of complex <i>authentic</i> literary texts and visuals
CMC.1.FIV.5	Analyze main idea(s) and supporting details from a variety of complex <i>authentic</i> auditory sources, with or without visual clues
CMC.1.FIV.6	Analyze plot, settings, characters, and events from <i>authentic</i> Francophone materials

Strand: Communication

Standard 2: Students shall interact with others verbally and/or in writing in French (interpersonal).

CMC.2.FIV.1	Sustain extended conversation about general or familiar topics
CMC.2.FIV.2	Engage in conversation about abstract, complex, or unfamiliar topics (e.g., job interview, negotiation, reporting an incident, emergency)
CMC.2.FIV.3	Employ <i>circumlocution</i> to exchange information about complex or unfamiliar topics
CMC.2.FIV.4	Interact in multiple <i>moods</i> and <i>tenses</i> in a variety of <i>authentic</i> situations <ul style="list-style-type: none">• to narrate• to describe• to ask and answer questions• to hypothesize• to express opinions• to express uncertainties and desires
CMC.2.FIV.5	Use persuasion to advocate a position
CMC.2.FIV.6	Discuss rhetorical elements of Francophone literary and multimedia materials (e.g., articles, short stories, comics, movies)

Strand: Communication

Standard 3: Students shall present to an audience of listeners and/or readers in French (presentational).

CMC.3.FIV.1	Write compositions about topics of interest, using transitions (e.g., essays, short stories)
CMC.3.FIV.2	Demonstrate acquired language skills through impromptu oral presentations
CMC.3.FIV.3	Produce visual or multimedia presentations (e.g., critiques, biographies, newscasts, talk shows, newsletters, podcasts, slide shows)
CMC.3.FIV.4	Use syntax, spelling, and pronunciation effectively according to language development level

Strand: Culture

Standard 4: Students shall demonstrate an understanding of the *practices* of the Francophone cultures (*practices*).

CLT.4.FIV.1	Interact in a culturally appropriate manner in various <i>contexts</i> (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.FIV.2	Analyze, in French, various aspects of cultural <i>practices</i> in the world (e.g., customs, norms, holidays, traditions)
CLT.4.FIV.3	Analyze, in French, differences in <i>practices</i> among Francophone cultures (e.g., family celebrations, weddings, mealtime traditions, traditional dress)

Strand: Culture

Standard 5: Students shall demonstrate an understanding of the *products* of the Francophone cultures (*products*).

CLT.5.FIV.1	Evaluate, in French, the effect of tangible <i>products</i> of the Francophone cultures (e.g., architecture, art, food, fashion)
CLT.5.FIV.2	Evaluate, in French, the effect of intangible <i>products</i> of the Francophone cultures (e.g., law, educational system, philosophy, entertainment)
CLT.5.FIV.3	Compare and contrast, in French, <i>products</i> among Francophone cultures (e.g., music, cinema)
CLT.5.FIV.4	Assess 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.FIV.5	Synthesize the arts of the Francophone cultures (e.g., create original works based on art, music, movies)

Strand: Culture

Standard 6: Students shall demonstrate an understanding of the *perspectives* of the Francophone cultures (*perspectives*).

CLT.6.FIV.1	Synthesize unique <i>perspectives</i> of the Francophone cultures (e.g., create original works)
CLT.6.FIV.2	Compare and contrast, in French, <i>perspectives</i> among Francophone cultures (e.g., political philosophy)
CLT.6.FIV.3	Evaluate historical events and figures and current events and figures that shaped the <i>perspectives</i> of the Francophone cultures (e.g., colonial independence, Charles de Gaulle, Nicolas Sarkozy)

Strand: Connections

Standard 7: Students shall apply French to reinforce and expand their knowledge of other subject areas (*cross-curricular*).

CNN.7.FIV.1	Analyze topics from other disciplines (e.g., political and historical concepts, environmental concerns, world health issues)
CNN.7.FIV.2	Analyze ways a Francophone topic relates to multiple disciplines. (e.g., <u>Le Petit Prince</u> to travel, to astronomy, to history, to art)
CNN.7.FIV.3	Apply content from other disciplines (e.g., Lavoisier, Champlain, Henri de Tonti)

Strand: Connections

Standard 8: Students shall recognize the common and unique views and contributions of the French language and the Francophone cultures (global *perspectives*).

CNN.8.FIV.1	Compare and contrast, in French, Francophone and American views on various topics (e.g., electoral process)
CNN.8.FIV.2	Explain, in French, how the French language has contributed to the English language (e.g., scientific terms, diplomatic terms)
CNN.8.FIV.3	Support research on a Francophone-related topic of personal interest, using <i>authentic</i> sources and media (e.g., debate, panel discussion)
CNN.8.FIV.4	Analyze, in French, the interdependence that exists between the Francophone cultures and the world, using <i>authentic</i> sources (e.g., <i>products, practices, perspectives</i>)
CNN.8.FIV.5	Evaluate, in French, Francophone-specific views (e.g., immigration, <u>Québécois</u> secession)

Strand: Comparisons

Standard 9: Students shall demonstrate understanding of the similarities and differences between the French language and their own (languages).

CMP.9.FIV.1	Use <i>cognates, false cognates, borrowings</i> , and shared <i>derivatives</i> appropriately
CMP.9.FIV.2	Compare the use of <i>idiomatic, proverbial, and colloquial expressions</i>
CMP.9.FIV.3	Analyze the differences in language structure (e.g., extended <i>discourse</i>)

Strand: Comparisons

Standard 10: Students shall demonstrate understanding of the similarities and differences between Francophone cultures and their own (cultures).

CMP.10.FIV.1	Compare, in French, Francophone social systems with their own (e.g., education, political climate, the arts, economy)
CMP.10.FIV.2	Compare and contrast, in French, elements that shape cultural identity in the Francophone cultures with their own (e.g., colonization, geography, climate)

Strand: Communities

Standard 11: Students shall demonstrate knowledge of ways to use French in the classroom, school, and beyond (involvement).

CMN.11.FIV.1	Promote the use of the French language and the relevance of Francophone cultures (e.g., create pamphlets, write newsletters, produce videos)
CMN.11.FIV.2	Demonstrate knowledge of French and Francophone cultures (e.g., organize cultural events, participate in festivals)

Strand: Communities

Standard 12: Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

CMN.12.FIV.1	Explore ways to sustain communication with French speakers (e.g., letters, e-mail, Web conferencing)
CMN.12.FIV.2	Explain Francophone trends relevant to the student (e.g., environmental issues, fashions, leisure time activities)
CMN.12.FIV.3	Organize cultural enrichment activities
CMN.12.FIV.4	Explore opportunities which require French language skills (e.g., jobs, pen pals, exchange programs, travel)

Glossary for French Courses

Authentic	Original; without modification; having an undisputed, genuine origin; designed by native speakers of French for native speakers
Borrowings	Words or phrases adopted from one language to another with no significant changes in spelling or pronunciation
Circumlocution	Speaking in a round-about way to arrive at meaning when the exact word is not known
Cognates	Words from different languages that sound or look similar and have similar meanings, typically evolved from a common origin
Colloquial expression	See <i>colloquialism</i>
Colloquialism	Words or phrases more suitable for speech than writing; informal, conversational style
Context	Specific situation or theme that organizes communication and gives it purpose
Cross-curricular	Common themes and skills studied in all disciplines; applying topics from other curricular areas to French class
Derivative	Word formed from an existing word, base, or root
Environmental print	The print of everyday life such as symbols, signs, colors, or numbers found in or on businesses, public buildings, or anywhere outside
Discourse	A formal discussion of a subject in speech or writing
False cognate	A word that looks and sounds similar in more than one language but does not have the same meaning
Key pal	Similar to a pen pal except that communication takes place using electronic media
Idiomatic expression	An expression which functions as a single unit and whose meaning cannot be translated word for word
Intonation	The use of vocal inflections or <i>pitch</i> to contribute to meaning
Mood	As related to verb forms or inflections, indicates the speaker's attitude: indicative, imperative, subjunctive, or conditional
Perspectives	Attitudes or worldviews associated with a particular culture or cultures; the traditional ideas, attitudes, meanings, and values of members of that society
Pitch	The degree to which a sound has a high or low quality
Practices	Patterns of behavior accepted by a society; they represent knowledge of what to do, when, and where
Products	Concrete (tangible) or abstract (intangible) cultural elements of a society
Proverb	A short saying in widespread use expressing a well-known idea or truth
Proverbial	Relating to a <i>proverb</i>
Register	Manner of addressing another according to the title, relationship, or social situation
Tense	Characteristic indicating the time of the action or state of being that the verb expresses
Tone	The <i>pitch</i> of a word often used to express differences in meaning