

French III

Foreign Language Curriculum Framework

Revised 2007

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

French III

French III is an elective course that emphasizes oral and written expression to promote more proficient French communication skills. French III includes the review and expansion of essential French grammar and vocabulary necessary for advanced communication. Culturally *authentic* materials and literary selections are read and discussed. Compositions reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Aural comprehension is emphasized. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for French III and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. French II 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 (interpretive).
	2. Students shall interact with others verbally and/or in writing in French (interpersonal).
	3. Students shall present to an audience of listeners and/or readers in French (presentational).
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 (involvement).
	12. Students shall demonstrate evidence of becoming lifelong learners by using French for personal enjoyment and enrichment (ownership).

Strand: Communication

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

CMC.1.FIII.1	Interpret the principal message of <i>tone</i> , <i>pitch</i> , and emotion in oral communication
CMC.1.FIII.2	Follow multi-step directions for familiar situations in which a problem must be solved
CMC.1.FIII.3	Identify <i>proverbs</i> , <i>colloquialisms</i> , and complex <i>idiomatic expressions</i>
CMC.1.FIII.4	Interpret the principal message and cultural nuances of signs, gestures, and <i>intonation</i>
CMC.1.FIII.5	Use reading and listening strategies to enhance comprehension <ul style="list-style-type: none">• pre-reading activities (e.g., outlining, graphic organizers)• predicting• summarizing
CMC.1.FIII.6	Examine the main idea(s) and supporting details from a variety of <i>authentic</i> literary texts and visuals (e.g., level-appropriate literature, magazine articles, music videos, art)
CMC.1.FIII.7	Identify the main idea(s) and supporting details from a variety of <i>authentic</i> auditory sources (e.g., songs, interviews, dialogues)

Strand: Communication

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

CMC.2.FIII.1	Sustain unrehearsed conversations using acquired vocabulary and grammar concepts
CMC.2.FIII.2	Engage in conversation about topics of interest <ul style="list-style-type: none">• current issues• historical events• leisure activities• past activities• future plans• personal interests
CMC.2.FIII.3	Employ <i>circumlocution</i> to exchange information about unfamiliar topics
CMC.2.FIII.4	Use survival phrases in simulations of real-world experiences
CMC.2.FIII.5	Interact in multiple <i>moods</i> and <i>tenses</i> <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.FIII.6	Support opinions, viewpoints, and personal preferences in spontaneous conversation
CMC.2.FIII.7	Discuss reactions to 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.FIII.1	Write paragraphs about topics of interest using transitions (e.g., journal entries, essays, letters)
CMC.3.FIII.2	Demonstrate knowledge of acquired language skills through impromptu or rehearsed oral presentations (e.g., explain how to make crêpes or couscous, demonstrate decorating hands and feet with henna)
CMC.3.FIII.3	Produce visual or multimedia presentations (e.g., dramatic recitations of poems, skits, commercials)
CMC.3.FIII.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.FIII.1	Interact in a culturally-appropriate manner in familiar settings (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.FIII.2	Analyze, in French, various aspects of Francophone cultural <i>practices</i> (e.g., customs, norms, holidays, traditions, use of modern technology)
CLT.4.FIII.3	Explain, 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.FIII.1	Analyze, in French, the effect of tangible <i>products</i> of the Francophone cultures (e.g., architecture, art, food, fashion)
CLT.5.FIII.2	Evaluate the effect of intangible <i>products</i> of the Francophone cultures (e.g., laws, educational systems, philosophies, entertainment)
CLT.5.FIII.3	Compare and contrast, in French, <i>products</i> among Francophone cultures (e.g., clothing, cheese)
CLT.5.FIII.4	Evaluate 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.FIII.5	Interpret the arts of the Francophone cultures (e.g., dramatize plays, produce art)

Strand: Culture

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

CLT.6.FIII.1	Analyze unique cultural <i>perspectives</i> reflected in the <i>products</i> of the Francophone cultures (e.g., significance of reveling before Lent as seen in costumes)
CLT.6.FIII.2	Analyze unique cultural <i>perspectives</i> reflected in the <i>practices</i> of the Francophone cultures (e.g., significance of reveling before Lent as expressed in Mardi Gras)
CLT.6.FIII.3	Compare and contrast, in French, <i>perspectives</i> among Francophone cultures (e.g., reveling before Lent in New Orleans and Quebec, Brussels, Nice)
CLT.6.FIII.4	Analyze historical events and figures that shaped the <i>perspectives</i> of the Francophone cultures (e.g., French Revolution, Toussaint Louverture)

Strand: Connections

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

CNN.7.FIII.1	Discuss, in French, topics from other disciplines (e.g., historical facts, mathematical terms and concepts, scientific information, literary terms)
CNN.7.FIII.2	Identify ways a Francophone topic relates to multiple disciplines (e.g., Toussaint Louverture to geography, to government, to history, to literature; impressionism to art, to history, to science)
CNN.7.FIII.3	Apply content from other disciplines (e.g., metric conversions, literary terms)

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.FIII.1	Compare and contrast, in French, the Francophone and American views on various topics (e.g., dating, driving, current events)
CNN.8.FIII.2	Describe how the French language has contributed to the English language (e.g., culinary terms)
CNN.8.FIII.3	Research information that reflects a Francophone-specific worldview using a variety of <i>authentic</i> sources
CNN.8.FIII.4	Examine, 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>)

Strand: Comparisons

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

CMP.9.FIII.1	Use <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , and shared <i>derivatives</i> to increase comprehension of unfamiliar material
CMP.9.FIII.2	Compare <i>idiomatic</i> and <i>proverbial expressions</i>
CMP.9.FIII.3	Analyze the differences in language structure (e.g., paragraph construction and organization)

Strand: Comparisons

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

CMP.10.FIII.1	Compare Francophone social systems with their own (e.g., health care, transportation, employment)
CMP.10.FIII.2	Compare and contrast the origins and significance of important Francophone symbols with those of their own culture(s) (e.g., Uncle Sam and Marianne)

Strand: Communities

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

CMN.11.FIII.1	Demonstrate the use of the French language and the relevance of Francophone cultures (e.g., create advertisements, pamphlets, newsletters)
CMN.11.FIII.2	Demonstrate knowledge of French and Francophone cultures (e.g., participate in sports or games, travel)

Strand: Communities

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

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

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