

French I

Foreign Language
Curriculum Framework

Revised 2007

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

French I

French I stresses correct pronunciation, aural comprehension, and simple speaking ability. As communication skills develop, the course includes additional vocabulary and basic grammar necessary for limited reading and writing. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for French I and includes applications, problem solving, higher-order thinking skills, and performance-based, open-ended assessments with rubrics. Two years of the same foreign language is required by the Standards for Accreditation to be taught in Arkansas public high schools. French I may be used to partially fulfill this requirement. 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.FI.1	Recognize rhythms, sounds, and patterns in oral communication
CMC.1.FI.2	Follow simple directions (e.g., class commands)
CMC.1.FI.3	Recognize place names and <i>environmental print</i>
CMC.1.FI.4	Recognize formal and informal <i>registers</i>
CMC.1.FI.5	Identify basic <i>idiomatic expressions</i>
CMC.1.FI.6	Interpret the principal message of signs, gestures, and <i>intonation</i>
CMC.1.FI.7	Use reading and listening strategies to enhance comprehension <ul style="list-style-type: none">• <i>cognates</i>• visual clues• contextual clues
CMC.1.FI.8	Obtain main idea(s) and specific information from a variety of simple texts, familiar topics, and visual clues
CMC.1.FI.9	Identify main idea(s) and specific information from a variety of auditory sources, with or without visual clues
CMC.1.FI.10	Summarize simple <i>authentic</i> materials
CMC.1.FI.11	Make predictions based on oral, written, and/or visual messages

Strand: Communication

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

CMC.2.FI.1	Engage in simple conversations (e.g., role-play) <ul style="list-style-type: none">• greetings and farewells• courtesy phrases• introductions• basic questions (e.g., who, what, when, where, why, how, how much, how many)
CMC.2.FI.2	Exchange information about familiar topics (e.g., role-play) <ul style="list-style-type: none">• daily life (e.g., home, school, work)• family and friends• time and calendar• pastimes (e.g., hobbies, sports)• personal information• likes and dislikes• needs and wants• feelings and emotions• clothing• parts of the body• weather• food
CMC.2.FI.3	Use conversational strategies to increase understanding <ul style="list-style-type: none">• request for clarification (e.g., “<u>Comment?</u>”, “<u>Quoi?</u>”)• ask for repetition (e.g., “<u>Répétez s’il vous plaît.</u>”)
CMC.2.FI.4	Use survival phrases and gestures to meet basic needs
CMC.2.FI.5	Interact in the present <i>tense</i> in <i>context</i>
CMC.2.FI.6	Apply numeric concepts in <i>context</i> (e.g., cardinal numbers, time, age)

Strand: Communication

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

CMC.3.FI.1	Describe people, places, and possessions
CMC.3.FI.2	Write lists, short notes, correspondence, and short paragraphs
CMC.3.FI.3	Demonstrate knowledge of acquired language skills through brief rehearsed presentations (e.g., skits, songs, poems)
CMC.3.FI.4	Produce visual and/or multimedia presentations about familiar topics (e.g., menu, poster, slide show)
CMC.3.FI.5	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.FI.1	Identify cultural behaviors of the Francophone world (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.FI.2	Identify various aspects of shared cultural <i>practices</i> (e.g., <u>Poisson d'avril</u> and April Fool's Day)
CLT.4.FI.3	Identify differences in <i>practices</i> among Francophone cultures (e.g., differences between shopping for food in Quebec and Senegal, differences between school systems)

Strand: Culture

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

CLT.5.FI.1	Identify tangible <i>products</i> of the Francophone cultures (e.g., symbols, architecture, art, foods, fashions)
CLT.5.FI.2	Identify intangible <i>products</i> of the Francophone cultures (e.g., laws, educational systems, philosophies, entertainment)
CLT.5.FI.3	Compare and contrast <i>products</i> among Francophone cultures (e.g., foods, clothing, transportation)
CLT.5.FI.4	Recognize the relationship between environments and <i>products</i> of the Francophone cultures (e.g., relationship between geography, climate, or natural resources and <i>products</i>)
CLT.5.FI.5	Examine the written, visual, and performing arts of the Francophone cultures (e.g., plays, art, music, movies)

Strand: Culture

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

CLT.6.FI.1	Identify unique cultural <i>perspectives</i> reflected in the <i>products</i> of the Francophone cultures (e.g., concept of family reflected in housing, huts in a circle in Burkina Faso)
CLT.6.FI.2	Identify unique cultural <i>perspectives</i> reflected in the <i>practices</i> of the Francophone cultures (e.g., concept of family reflected in living arrangements, extended family living together in hut compound in Burkina Faso)
CLT.6.FI.3	Compare and contrast <i>perspectives</i> among Francophone cultures (e.g., concept of family, patriotism)
CLT.6.FI.4	Identify historical events and figures that shape one or more cultural <i>perspectives</i> (e.g., colonization, Napoleon)

Strand: Connections

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

CNN.7.FI.1	Recognize basic French vocabulary related to familiar topics from other disciplines (e.g., plateau, dénouement, ballet)
CNN.7.FI.2	Discuss topics from other disciplines as related to Francophone cultures (e.g., food, instruments, weather)
CNN.7.FI.3	Apply content from other disciplines (e.g., geography, reading skills, geometric shapes)

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.FI.1	Identify basic characteristics that make Francophone cultures unique (e.g., clothing in French-speaking Indochina and Africa, French accents and dialects)
CNN.8.FI.2	Recognize characteristics unique to Francophone cultures present in <i>authentic</i> materials (e.g., songs, folk tales, short stories)
CNN.8.FI.3	Identify cultural and linguistic relationships between the Francophone world and their own (e.g., French exploration of Arkansas)
CNN.8.FI.4	Recognize the existence of other worldviews (e.g., political, social, artistic)
CNN.8.FI.5	Recognize the contribution of the <i>products</i> of the Francophone cultures to other cultures (e.g., pasteurization, saxophone, Braille, gumbo, Cajun music, Creole cuisine)

Strand: Comparisons

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

CMP.9.FI.1	Identify <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , and shared <i>derivatives</i>
CMP.9.FI.2	Recognize basic <i>idiomatic expressions</i>
CMP.9.FI.3	Recognize the differences in simple language structure
CMP.9.FI.4	Recognize formal and familiar forms of address
CMP.9.FI.5	Compare the French writing system with their own (e.g., accent marks, numbers)
CMP.9.FI.6	Compare French linguistic sounds with their own (e.g., sound-letter correspondence)

Strand: Comparisons

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

CMP.10.FI.1	Identify daily living patterns of the Francophone cultures (e.g., meal, transportation, shopping, greeting)
CMP.10.FI.2	Compare and contrast major holidays and celebrations with those of the Francophone cultures
CMP.10.FI.3	Recognize different meanings of gestures and body language across cultures

Strand: Communities

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

CMN.11.FI.1	Recognize the use of French in the community (e.g., place names, cuisine, <i>products</i>)
CMN.11.FI.2	Identify ways to use French in the local community (e.g., perform songs and skits, present arts and crafts)

Strand: Communities

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

CMN.12.FI.1	Identify ways to communicate with French speakers (e.g., pen pals, <i>key pals</i> , audio and video recordings)
CMN.12.FI.2	Research influential contemporary French-speaking individuals in the community and/or the world (e.g., actors, musicians, artists, politicians, athletes)
CMN.12.FI.3	Demonstrate knowledge of French and Francophone cultures through cultural enrichment activities (e.g., sports, games, holidays, travel, media, music)
CMN.12.FI.4	Identify occupations that require knowledge of French and/or other languages

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