

French II

Foreign Language Curriculum Framework

Revised 2007

Course Title: French II
 Course/Unit Credit: 1
 Course Number: 441010
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12
 Prerequisite: French I

French II

French II develops and expands the fundamental skills introduced in French I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to lead to more advanced reading and writing. Authentic reading materials and audio/video recordings enrich instruction. The course is defined by the content standards of the Arkansas Foreign Language Curriculum Framework for French II 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 II may be used to partially fulfill this requirement. French I 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.FII.1	Recognize <i>tone</i> , <i>pitch</i> , and emotion in oral communication
CMC.1.FII.2	Follow multi-step directions for familiar situations
CMC.1.FII.3	Identify <i>cognates</i> , <i>false cognates</i> , and <i>borrowings</i> in <i>context</i>
CMC.1.FII.4	Identify a variety of <i>idiomatic expressions</i>
CMC.1.FII.5	Interpret the principal message of signs, gestures, and <i>intonation</i>
CMC.1.FII.6	Use reading and listening strategies to enhance comprehension <ul style="list-style-type: none">• <i>cognates</i>• visual clues• contextual clues• predicting• skimming and scanning
CMC.1.FII.7	Obtain main idea(s) and specific information from a variety of sources and related visuals
CMC.1.FII.8	Identify main idea(s) and specific information from a variety of auditory sources, with or without visual clues
CMC.1.FII.9	Summarize <i>authentic</i> materials
CMC.1.FII.10	Draw inferences 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.FII.1	Initiate original conversation using learned vocabulary and grammar concepts (e.g., role-play)
CMC.2.FII.2	Exchange information about familiar topics <ul style="list-style-type: none">• daily routine• school• past experiences• asking for and giving directions• travel• personal interests• family life
CMC.2.FII.3	Use conversational strategies to increase understanding <ul style="list-style-type: none">• request for clarification• asking questions
CMC.2.FII.4	Use survival phrases and gestures to acquire goods, services, and information
CMC.2.FII.5	Interact in present, past, and future <i>tenses</i> <ul style="list-style-type: none">• to narrate• to describe• to ask and answer questions
CMC.2.FII.6	Apply ordinal and cardinal numeric concepts in <i>context</i>
CMC.2.FII.7	Express feelings, opinions, viewpoints, and personal preferences

Strand: Communication

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

CMC.3.FII.1	Describe settings, characters, and events
CMC.3.FII.2	Write lists, notes, correspondence, and short compositions
CMC.3.FII.3	Demonstrate knowledge of acquired language skills through rehearsed presentations (e.g., simple plays)
CMC.3.FII.4	Produce visual and/or multimedia presentations about familiar situations (e.g., advertisement, fashion show)
CMC.3.FII.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.FII.1	Model appropriate behaviors of the Francophone cultures (e.g., verbal and nonverbal greetings, gestures, customs)
CLT.4.FII.2	Discuss various aspects of shared cultural <i>practices</i> (e.g., national celebrations)
CLT.4.FII.3	Discuss differences in <i>practices</i> among Francophone cultures (e.g., customs, norms, holidays, traditions)

Strand: Culture

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

CLT.5.FII.1	Present research on tangible <i>products</i> of the Francophone cultures (e.g., arts and crafts representing aspects of Francophone architecture, art, foods, fashions)
CLT.5.FII.2	Explain intangible <i>products</i> of the Francophone cultures (e.g., laws, educational systems, philosophies, entertainment)
CLT.5.FII.3	Compare and contrast <i>products</i> among Francophone cultures (e.g., short stories, poems, fables)
CLT.5.FII.4	Discuss 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.FII.5	Interpret 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.FII.1	Discuss 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.FII.2	Discuss 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.FII.3	Compare and contrast <i>perspectives</i> among Francophone cultures (e.g., environmental concerns)
CLT.6.FII.4	Research historical events and figures that shaped the <i>perspectives</i> of the Francophone cultures (e.g., Senghor, <u>le Grand Dérangement</u>)

Strand: Connections

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

CNN.7.FII.1	Recognize French vocabulary as used in other disciplines (e.g., <u>coup d'état</u> , <u>laissez-faire</u>)
CNN.7.FII.2	Discuss topics from other disciplines as related to Francophone cultures (e.g., Cousteau, Descartes, Cartesian coordinates)
CNN.7.FII.3	Apply content from other disciplines (e.g., metric conversions, scientific knowledge, 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.FII.1	Describe characteristics that make Francophone cultures unique (e.g., clothing in French-speaking Indochina and Africa, French accents and dialects, communication styles)
CNN.8.FII.2	Describe cultural and linguistic relationships between the Francophone world and their own (e.g., Cajun culture)
CNN.8.FII.3	Investigate factors that contribute to other worldviews (e.g., history, politics, social customs, the arts)
CNN.8.FII.4	Investigate the Francophone contributions to other cultures (e.g., art, literature, theater, film, music, dance, fashion)

Strand: Comparisons

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

CMP.9.FII.1	Use <i>cognates</i> , <i>false cognates</i> , <i>borrowings</i> , and shared <i>derivatives</i> to expand vocabulary
CMP.9.FII.2	Identify word roots to determine meaning and to expand vocabulary
CMP.9.FII.3	Compare the use of basic <i>idiomatic expressions</i>
CMP.9.FII.4	Analyze the differences in language structure (e.g., word order)
CMP.9.FII.5	Recognize formal and familiar forms of address used in a variety of social situations
CMP.9.FII.6	Recognize critical sound distinctions affecting meaning (e.g., sheep: ship in English, rue: <u>roue</u> in French)

Strand: Comparisons

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

CMP.10.FII.1	Compare the social patterns of the Francophone cultures to their own (e.g., meeting new people, dating, school, employment, transportation)
CMP.10.FII.2	Examine selected cultural topics (e.g., important dates, events, people, geographical areas)
CMP.10.FII.3	Demonstrate gestures and body language that differ across cultures

Strand: Communities

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

CMN.11.FII.1	Recognize the ways others use French in the United States
CMN.11.FII.2	Identify ways to use French in the United States

Strand: Communities

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

CMN.12.FII.1	Explore ways to communicate with French speakers (e.g., pen pals, <i>key pals</i> , audio or video recordings)
CMN.12.FII.2	Research contemporary French-speaking individuals who influence the community or the world
CMN.12.FII.3	Demonstrate knowledge of French and Francophone cultures through cultural enrichment activities (e.g., sports, games, holidays, travel, media, music)
CMN.12.FII.4	Examine the role of foreign language use in one's life (e.g., career, 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