

FRENCH ESSENTIAL CURRICULUM

COMMUNICATION. STANDARD 1.1:

Engage in conversations in the French language in a culturally appropriate manner in order to provide and obtain information, express feelings and emotions, and exchange opinions.

French I	French II	French III	French IV
<ul style="list-style-type: none"> a. Exchange names and greetings. b. Ask and answer simple questions including biographical information. c. Exchange information pertaining to personal preferences, needs, and hobbies. d. Extend, accept, and refuse invitations. e. Ask and answer questions pertaining to time, date, weather, and seasons. f. Offer, accept and refuse foods 	<ul style="list-style-type: none"> a. Ask for and give opinions and advice. b. Exchange information pertaining to holidays and clothes and food shopping. c. Ask for, give, and refuse permission. d. Ask for and give directions. e. Converse with service and retail personnel at the post office, travel agency, hotel, bank, and pharmacy to obtain purchases and services. 	<ul style="list-style-type: none"> a. Share with some elaboration or explanation personal information pertaining to professions and daily routines. b. Ask and answer questions pertaining to a possible camping trip or vacation. c. Ask for clarification and/or simplification when talking to others. d. Ask and answer questions pertaining to past events and situations using the appropriate forms of the <i>passé composé</i> and the imperfect tense. 	<ul style="list-style-type: none"> a. Ask and answer questions about selected topics that elicit elaboration and follow-up questions and responses. b. Ask for clarification and be able to suggest alternative words or paraphrase to ensure meaning. c. Exchange, support, and discuss opinions and individual perspectives on a variety of topics dealing with contemporary and historic issues. d. Role-play situations dealing with past, present, and future topic-related experiences.

**COMMUNICATION. STANDARD 1.2:
Understand and interpret French in its spoken and written form on a variety of topics**

French I	French II	French III	French IV
<ul style="list-style-type: none"> a. Understand numbers, classroom objects and commands alone and in context. b. Understand and respond to commands. c. Read and listen to information pertaining to self and others to identify and respond to them 	<ul style="list-style-type: none"> a. Understand and respond to directions and commands. b. Identify the main ideas of speakers in dialogs presented in audio, video, and written contexts. c. Differentiate between the use of the present and past tenses when used in audio, video, and written contexts. d. Access foreign language web sites appropriate to topics under study in order to acquire authentic information. e. Identify main ideas and important details of edited and authentic short stories and poetry. f. Use knowledge of root words, prefixes, suffixes, and cognates, as well as contextual clues and word order to enhance understanding of materials. 	<ul style="list-style-type: none"> a. Differentiate between the use of the <i>passé composé</i> and the imperfect tenses when used in spoken, audio, video, and written contexts. b. Determine the main ideas and provide supporting details of dialogs and narratives presented in spoken, audio, video, and written formats. c. Discuss basic elements of short forms of edited or authentic literature including main ideas, principal characters, and plot. 	<ul style="list-style-type: none"> a. Interpret readings that are written in the <i>passé simple</i>. b. Determine the main ideas and provide supporting details of increasingly complex dialogs and narratives presented in spoken, audio, video, and written formats. c. Infer meaning and predict outcomes on topics found in a variety of media. d. View and interpret French television programs or films. e. Use a variety of resources, prior experiences, and strategies to derive and negotiate meaning more independently. f. Apply information gained through active listening/reading to a different context as described by the interpersonal and presentational indicators at the advancing level.

COMMUNICATION. STANDARD 1.3:**Present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in French.**

French I	French II	French III	French IV
a. Write and deliver short narratives about selves, family, friends and others.	a. Write and deliver short presentations in the present tense and <i>passé composé</i> about familiar topics such as household routines, fashion, and food. b. Compose short letters, paragraphs and <i>cinquain</i> poems on a variety of topics. c. Extend holiday greetings and well wishes.	a. Write and deliver short presentations about school and daily routines using reflexive verbs in the present and past tenses. b. Paraphrase/retell a story. c. Write and/or tell a simple story incorporating some description and detail. d. Dramatize student-created works. e. Use appropriate forms of the imperfect tense to describe one's childhood including people, things, situations, and habitual actions in the past. f. Recount with substantive detail and description, past events and situations using the appropriate forms of the <i>passé composé</i> and the imperfect tense. g. Make predictions and defend opinions using a variety of media.	a. Dramatize student-created works as well as poems, short plays and narratives on topics being studied. b. Recount a story, film, plot, etc., with substantive description and detail. c. Express and support opinions on a variety of topics using the subjunctive mood where appropriate. d. Write compositions and/or journal entries about selected topics.

CULTURES. STANDARD 2.1:

Demonstrate knowledge and understanding of another people’s way of life, and the relationship between their patterns of behavior, and the underlying beliefs and values that guide and shape their lives.

French I	French II	French III	French IV
<ul style="list-style-type: none"> a. Identify and replicate appropriate patterns of behavior used with family, friends, and acquaintances in everyday situations such as greetings, gestures, and formal vs. informal. b. Demonstrate an understanding of the French and Canadian school systems. 	<ul style="list-style-type: none"> a. Gain further knowledge and understanding of Francophone countries—their customs, traditions, and beliefs. b. Demonstrate an understanding of the French mentality. 	<ul style="list-style-type: none"> a. Expand knowledge of school environment in France and Canada. b. Describe health services available in a Francophone country. c. Describe TV stations and shows available in France. d. Discuss travel and vacation practices of the French. 	<ul style="list-style-type: none"> a. Describe family life in selected African cultures. b. Describe the attitudes of a Francophone culture towards summer and part jobs for youth. c. Discuss and analyze effects and lasting influence of French colonization of Africa. d. Discuss the cultural impact of <i>Les Grandes Vacances</i>.

CULTURES. STANDARD 2.2:

Demonstrate knowledge and understanding of the relationship between the products, symbols, beliefs and values of Francophone cultures.

French I	French II	French III	French IV
<ul style="list-style-type: none"> a. Identify selected places, people, and objects from Francophone cultures. 	<ul style="list-style-type: none"> a. Expand knowledge of selected places, people, and objects from Francophone countries. 	<ul style="list-style-type: none"> a. Identify characters, themes, and perspectives in French-language films or broadcasts. 	<ul style="list-style-type: none"> a. Describe the <i>baccalauréat</i>. b. Identify famous literary, historic, and artistic Francophone personalities. c. Examine major French artistic and literary movements of the 19th and 20th centuries.

**CONNECTIONS. STANDARD 3.1:
Reinforce and further knowledge of other disciplines through French.**

French I	French II	French III	French IV
<ul style="list-style-type: none"> a. Use numbers to perform mathematical operations. b. Convert currency, measures and temperature. c. Identify and locate Francophone countries on the world map. d. Identify and explain the current monetary systems used in France and Canada. e. Apply knowledge and skills gained in French to make connections to history, geography, art, and music. 	<ul style="list-style-type: none"> a. Show further understanding of the metric system and its use in daily life, especially regarding food, clothing and driving. b. Apply knowledge and skills gained in French to make connections to history, anthropology, government, literature, paleontology, health, math and art. 	<ul style="list-style-type: none"> a. Apply knowledge and skills gained in French to make connections to technology, music, art, geography, and architecture. 	<ul style="list-style-type: none"> a. Apply knowledge and skills gained in French to make connections to history, journalism, art, literature, economics, sociology, government, and environmental sciences.

**CONNECTIONS. STANDARD 3.2:
Acquire information and recognize the distinctive viewpoints that are available only through French and Francophone cultures.**

French I	French II	French III	French IV
<ul style="list-style-type: none"> a. Extract essential cultural information presented in authentic realia, such as street signs, advertisements, menus, catalogs, songs, charts, maps, letters, etc. 	<ul style="list-style-type: none"> a. Extract essential cultural information presented in authentic realia, such as street signs, advertisements, recipes, catalogs, songs, charts, cards, maps, letters, etc. 	<ul style="list-style-type: none"> a. Use French-speaking media sources to acquire authentic information and opinions. b. Judge the importance of vacations and nutrition in French life styles. c. Interpret a francophone story or poem in order to obtain authentic viewpoints related to topics being studied. 	<ul style="list-style-type: none"> a. Use French-speaking media sources to acquire authentic information and opinions. b. Judge the importance of vacations in French life styles. c. Interpret Francophone literature in order to obtain authentic viewpoints related to topics being studied.

COMPARISONS. STANDARD 4.1:**Demonstrate understanding of the nature of language through comparisons of French and English.**

French I	French II	French III	French IV
<ul style="list-style-type: none"> a. Define a cognate and recognize cognates in context. b. Acquire a better knowledge of English grammatical components through the correct usage of French nouns, pronouns, definite and indefinite articles, conjunctions, regular adjectives, adverbs, and the near future. c. Compare the French constructions of negative expressions, interrogatives, the pronoun on, c'est vs. il est, the passé récent, the partitive, and contractions with à and de with similar ones in English and; and recognize that such expressions often do not have word-for-word translations. d. Demonstrate knowledge of how accents and letter combinations affect pronunciation and meaning in French. e. Recognize the difference between idiomatic expressions used in French and English. 	<ul style="list-style-type: none"> a. Expand knowledge of vocabulary through the identification and comparison of cognates. b. Recognize the difference between idiomatic expressions used in English and French. c. Acquire a better understanding of English grammatical components through the correct usage of French demonstrative and interrogative pronouns, object pronouns, and prepositions. d. Comprehend the meaning and differentiate the use of past tense in English and French. e. Demonstrate an understanding of irregular verb conjugation through the correct use of mettre, savoir, connaître, verbs like sortir, devoir, pouvoir, and voir. 	<ul style="list-style-type: none"> a. Expand knowledge of vocabulary through the identification and comparison of cognates. b. Recognize the difference between idiomatic expressions used in English and French. c. Use the French passé composé and imperfect tenses and understand how they correlate to the English past tense. d. Use knowledge of root words, suffixes, prefixes, and their word structures to compare meaning in French and English. e. Acquire a better knowledge of English grammatical components through the correct use of comparisons, pronouns, and prepositional phrases. f. Compare French and English linguistic elements such as relative pronouns, definite articles with body parts, reflexive verbs, conditional, and future tenses. 	<ul style="list-style-type: none"> a. Compare and apply more advanced grammatical structures in French and English. b. Compare the use of tenses used with quand/when in French and English. c. Compare sequences of tenses and indirect discourse between French and English. d. Compare the use of prepositions plus infinitives with certain verbs in French and English. e. Demonstrate an understanding of irregular verb conjugation through the correct use of manquer, croire, paraître, éteindre, plaire, conduire, and vaincre. f. Identify and use complex abstract idiomatic expressions that have no equivalent in another language in order to construct meaning and create language.

COMPARISONS. STANDARD 4.1 (Cont.):**Demonstrate understanding of the nature of language through comparisons of French and English.**

French I	French II	French III	French IV
<p>f. Demonstrate an understanding of verb conjugations through the correct use of regular -er, -re, and -ir verb forms in the present tense.</p> <p>g. Demonstrate an understanding of irregular verb conjugations through the correct use of être, avoir, aller, faire, venir, vouloir, prendre, and boire.</p> <p>h. Compare ways of expressing possession in French and English.</p> <p>i. Compare use of commas and decimal points to express place value.</p> <p>j. Examine the concept of gender and number in French.</p>	<p>f. Compare the French constructions of negative expressions, question formation, the use of savoir and connaître, y and en with similar ones in English and; recognize that such expressions often do not have word-to-word translations.</p> <p>g. Compare the use of the partitive in French and English.</p>	<p>g. Compare the tenses used with Si clauses in French and English.</p> <p>h. Demonstrate understanding of irregular verb conjugation through the correct use of recevoir, suivre, ouvrir, and courir.</p> <p>i. Demonstrate understanding of how the construction and use of the conditional and future tenses in French and English are different.</p>	<p>g. Demonstrate an understanding of cultural characteristics of language such as levels of politeness, formal expressions, syntax, and informal and formal language as compared to English.</p> <p>h. Compare the use of the subjunctive mood in French and English.</p>

COMPARISONS. STANDARD 4.2:**Demonstrate an understanding of the concept of culture through comparisons of the Francophone and American cultures.**

French I	French II	French III	French IV
<ul style="list-style-type: none">a. Show awareness of how school and family life in France compares to the United States.b. Recognize the similarities and differences between food, sports, holidays, and music in France and the United States.c. Compare the way dates are expressed in French and English.d. Compare the use of the IIIV-hour clock vs. AM /PM.	<ul style="list-style-type: none">a. Acquire an understanding of similarities and differences when shopping for food, clothing and medicine.b. Compare French and American homes, neighborhoods and shops.c. Discuss how typical holiday celebrations differ in the US and selected Francophone countries and regions.	<ul style="list-style-type: none">a. Differentiate among the various modes of transportation possible in the US and selected Francophone countries.b. Compare and contrast Francophone and American cultural practices in areas such as health care, popular sports, fitness activities and nutrition.c. Explore how the history and traditions of the African peoples and their appreciation of nature have influenced the development of literature and other art forms.d. Explore how the history, religions, ethnic make-up, and traditions impact the attitudes and perspectives of the Senegalese toward themselves and France.	<ul style="list-style-type: none">a. Compare vacation activities of youth in French and US.b. Compare how France and the United States address environmental issues.c. Compare the preparation involved when seeking employment in the United States and France.

COMMUNITIES. STANDARD 5.1:
Use French both within and beyond the school setting.

French I	French II	French III	French IV
<ul style="list-style-type: none"> a. Identify current events relating to the Francophone world. b. Communicate with people locally and around the world through clubs, e-mail, and in person. c. Prepare a list and discuss the French brands available in American stores. d. Play culturally appropriate games. e. Sample authentic foods of the Francophone world. f. Locate Francophone foods, restaurants, and shops in the community. g. Use technology, media, and authentic sources to research professions requiring use of French. 	<ul style="list-style-type: none"> a. Continue to communicate with people locally and around the world through clubs, e-mail, and face-to-face encounters. b. Find and describe examples of fashion in Francophone countries in print media or the Internet. c. Play culturally appropriate games. d. Share an aspect of Francophone cultures and/or create a product to enrich the school community. e. Visit Francophone restaurants where possible. 	<ul style="list-style-type: none"> a. Share an aspect of Francophone culture to create a product in French to enrich the school community. b. Use authentic resources and the Internet to investigate vacation spots. c. Continue to communicate with people locally and around the world through clubs, e-mail, and face-to-face encounters. d. Share an aspect of Francophone cultures and/or create a product to enrich the school community. e. Visit Francophone restaurants where possible. 	<ul style="list-style-type: none"> a. Continue to communicate with people locally and around the world through clubs, e-mail, and face-to-face encounters. b. Share an aspect of Francophone cultures and/or create a product to enrich the school community. c. Visit Francophone restaurants where possible. d. Interview a French native speaker about selected topics such as social/global issues and traditions in his/her native country. e. Formulate opinions about social issues through periodicals such as <i>le journal français, le blog, and L'Express.</i> f. Prepare foods using authentic recipes from a Francophone country.

**COMMUNITIES. STANDARD 5.2:
Use French for personal enjoyment and enrichment.**

French I	French II	French III	French IV
<ul style="list-style-type: none"> a. Identify opportunities to learn more about the French language and Francophone cultures through various media. b. Visit a museum exhibit highlighting Francophone culture. c. Visit a French language web site. 	<ul style="list-style-type: none"> a. Identify opportunities to learn more about French and Francophone cultures through various media such as music, newspapers, magazines, web sites, films. b. Make connections within the local community to enhance the enjoyment of the French language and culture. 	<ul style="list-style-type: none"> a. Find evidence of major events and festivals in Francophone countries. b. Watch French-language films and videos for entertainment and personal growth. 	<ul style="list-style-type: none"> a. Listen to/watch streaming radio and/or TV programs from Francophone places. b. Watch French-language films and videos for entertainment and personal growth. c. Interpret a literary work from a Francophone country.