

Course Name: French II

Prerequisite: Middle School French or French I

Course Code #: H5122

Level: Academic

Year: 5X

Credits: 5

Course Description: This course is designed for students who have successfully completed Middle School French or French I. Students will build upon their previous experience in French and will continue to develop proficiency in the three modes of communication – interpretive, interpersonal and presentational, through student-centered learning activities. Thematic units will focus on the integration of language and culture, and grammatical structures will be introduced and reinforced in meaningful contexts that support the students’ ability to apply language skills and communicate in real-life scenarios.

Throughout the course emphasis is placed on using the language communicatively in authentic situations. French will be used at a target of 90% of the time by the instructor as he/she leads the class through student-centered activities actively that engage the learners in producing French in meaningful contexts.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at the novice-high proficiency level in three modes of communication:

- Interpretive - the ability to understand spoken and written communication within appropriate cultural contexts;
- Interpersonal - the ability to engage in direct oral and/or written communication with others; and
- Presentational - the ability to present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.

In addition, students will have developed Intercultural Communication skills at the Novice proficiency level. The American Council on the Teaching of Foreign Languages has defined these novice skills in terms of “Can-Do” statements. In this course students will target the following “Can-Do” statements for Intercultural Communication:

- *In my own and other cultures, I can identify products and practices to help me understand perspectives.*
- *I can interact at a survival level in some familiar everyday contexts.*

Lastly, students will acquire language skills in the five areas outlined in the National Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, and Communities, also known as The Five C’s of world language education.

Alignment to New Jersey Student Learning Standards:

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas. These areas include: 21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts and World Languages. The standard for language learning in New Jersey reinforces the reading, writing, speaking and listening skills that are targeted across the standards for each content area.

The 2014 New Jersey Student Learning Standard for World Languages is as follows:

7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

This standard is further divided into proficiency levels and three strands, one for each mode of communication. The proficiency levels are in line with the national performance descriptors as released by the American Council on the Teaching of Foreign languages. These guidelines indicate six different levels of proficiency that can be expected at the K-12 level of language learning. Throughout the course, students will be working to demonstrate proficiency at the Novice Mid and Novice High levels in all three modes of communication including: interpretive communication, interpersonal communication and presentational communication. The specific standards for this course are outlined below within in each mode of communication.

Interpretive Mode

Students will be able to:

1. Recognize familiar spoken or written words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources (i.e. podcasts, videocasts, audio clips and websites) related to targeted themes, such as self and others, friendship and family, childhood, hobbies and pastimes, leisure activities, health and fitness and the environment. (7.1.NH.A.1)
2. Demonstrate comprehension of a series of oral and written directions, commands, and requests related to topics such as making plans or shopping. (7.1NH.A.2)
3. Recognize a few common gestures and cultural practices associated with the French culture in relation to family, school classes and schedules, health and fitness, and/or the environment. (7.1.NH.A.3)
4. Identify people, places and objects related to family, school classes and schedules, environment, based on simple oral and/or written descriptions. (7.1.NH.A.4)

5. Demonstrate comprehension of short conversations and brief written messages using age-and level-appropriate, culturally authentic materials on familiar topics such as family, school classes and schedules, foods and leisure activities, the environment, or childhood experiences. (7.1.NH.A.5)
6. Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials related to family, school classes and schedules, foods and leisure activities, the environment, or childhood experiences. (7.1.NH.A.6)

Interpersonal Mode

Students will be able to:

1. Use digital tools, such as SKYPE, email, text messaging, or online collaborative discussion threads, to exchange basic information by recombining memorized words, phrases, and sentences on topics related to family, school classes and schedules, foods and leisure activities, the environment, or childhood experiences. (7.1.NH.B.1)
2. Give and follow a series of oral and written directions, commands, and requests for participating in age-appropriate classroom and cultural activities related to topics such as family, school classes and schedules, foods and leisure activities, the environment, or childhood experiences. (7.1.NH.B.2)
3. Imitate appropriate gestures, intonation, and common idiomatic expressions of the French culture and/or language during daily interactions about topics such as family, school classes and schedules, foods and leisure activities, the environment, or childhood experiences. (7.1.NH.B.3)
4. Ask and respond to questions, make requests, and express preferences in various social situations using learned expressions and simple sentences as related to family, school classes and schedules, foods and leisure activities, the environment, or childhood experiences. (7.1.NH.B.4)
5. Converse on a variety of familiar topics and/or topics studied in other content areas such as weather and climate, or the environment, and create bar graphs to analyze information about geographical locations, health and nutrition, or the environment. (7.1.NH.B.5)

Presentational Mode

Students will be able to:

1. Recombine basic information at the word and sentence level to create a multimedia-rich presentation on targeted themes such as self and others, friendship and family, childhood, hobbies and pastimes, leisure activities, health and fitness and the environment, to be shared virtually with a French-language audience. (7.1.NH.C.1)
2. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays related to targeted themes such as self and others, friendship and family, childhood, hobbies and pastimes, leisure activities, health and fitness and the environment, using familiar vocabulary orally or in writing. (7.1.NH.C.2)
3. Describe in writing people and things from the school, home and city environments. (7.1.NH.C.3)

4. Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NH.C.4)
5. Tell or write about cultural products and simulate common cultural practices from the French culture as they relate to topics such as health practices or the environment. (7.1.NH.C.5)

In addition to focusing on the NJSLS 7.1 for World Languages this course will also incorporate the following NJSLS for Educational Technology 8.1 and NJSLS for 21st Century Life and Careers:

Educational Technology (NSLS 8):

- 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
- 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Life and Careers (NJSLS 9):

- 9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

NJ Career Readiness Practices:

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

Assessment Criteria: Teachers utilize student observation checklists, formative assessments, daily participation in independent, paired, and/or collaborative group tasks, tests, quizzes, homework, interpretive, interpersonal and presentational tasks and assessments, digital projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies.