

**Course Name: French IV**

**Prerequisite: French III Accelerated**

**Course Code #: H5321**

**Level: Accelerated**

**Year: 5X**

**Credits: 5**

**Course Description:** The French IV Accelerated course is a precursor to the Advanced Placement French Language course. Therefore, coursework is intended to prepare students in all language skills for the rigor and high level of proficiency needed to confidently undertake the work required at the AP level. In this course, grammatical structures, vocabulary and language functions are integrated within thematic units related to more sophisticated topics such as immigration, stereotypes, heroes and idols, war and art, women's role in society, or other topics appropriate to the students' proficiency level and interest that require more creative thought and analytical ability. Students will be expected to work and apply their language skills independently, both within and beyond the classroom setting. Students will become familiar with the format of the AP course and exam, and will engage in activities designed to hone their language skills at the upper spectrum of the intermediate-mid proficiency level, particularly in their ability to synthesize information from more complex oral and written selections in the target language.

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. Students at the accelerated level are also expected to produce French at a target of 90% of the time during instruction.

**Course Proficiencies:** Students who successfully complete this course will have developed the ability to communicate at the intermediate-mid 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 intermediate proficiency level. The American Council on the Teaching of Foreign Languages has defined these intermediate 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 make comparisons between products and practices to help me understand perspectives.*
- *I can interact at a functional level in some familiar 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 Intermediate Mid level 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. Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes such as immigration, stereotypes, heroes and idols, war and art, women's role in society. (7.1.IM.A.1)
2. Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses related to targeted themes such as immigration, stereotypes, heroes and idols, war and art, women's role in society. (7.1.IM.A.2)

3. Analyze the use of verbal and non-verbal etiquette (i.e. gestures, intonation, and cultural practices) in the target culture to determine the meaning of a message. (7.1.IM.A.3)
4. Use the target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities related to immigration, stereotypes, heroes and idols, war and art, women's role in society. (7.1.IM.A.4)
5. Comprehend conversations and written information on a variety of familiar and some unfamiliar topics related to immigration, stereotypes, heroes and idols, war and art, women's role in society. (7.1.IM.A.5)
6. Compare and contrast the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. (7.1.IM.A.6)
7. Infer the meaning of some unfamiliar words in some new contexts. (7.1.IM.A.7)
8. Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures found in literary readings, films, and other forms of media. (7.1.IM.A.8)

### **Interpersonal Mode**

Students will be able to:

1. Use digital tools to participate in short conversations and to exchange information related to a variety of familiar and some unfamiliar topics related to immigration, stereotypes, heroes and idols, war and art, women's role in society. (7.1.IM.B.1)
2. Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations related to immigration, stereotypes, heroes and idols, war and art, women's role in society. (7.1.IM.B.2)
3. Use appropriate gestures, intonation, and common idiomatic expressions of the target culture/ language in familiar and some unfamiliar situations. (7.1.IM.B.3)
4. Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (7.1.IM.B.4)
5. Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations related to immigration, stereotypes, heroes and idols, war and art, women's role in society. (7.1.IM.B.5)

### **Presentational Mode**

Students will be able to:

1. Synthesize information related to the cultural products, practices and perspectives associated with the target culture to create a multimedia-rich presentation on targeted themes such as immigration, stereotypes, heroes and idols, war and art, women's role in society, to be shared virtually with a target language audience. (7.1.IM.C.1)

2. Dramatize student-created and/or authentic short plays, skits, poems, songs, stories or reports related to topics such as immigration, stereotypes, heroes and idols, war and art, women's role in society. (7.1.IM.C.2)
3. Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. (7.1.IM.C.3)
4. Synthesize information found in age- and level- appropriate culturally authentic materials about topics such as immigration, stereotypes, heroes and idols, war and art, women's role in society. (7.1.IM.C.4)
5. Compare the cultural perspectives of the target culture with those of one's own culture, as evidenced through the cultural products and cultural practices associated with each. (7.1.IM.C.5)
6. Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 career clusters. (7.1.IM.C.6)

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 21<sup>st</sup> Century Life and Careers:

**Educational Technology (NJSLS 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.

**21<sup>st</sup> 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.

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