

Course Name: French I

Prerequisite: None

Course Code #: H5022

Level: Academic

Year: 5X

Credits: 5

Course Description: This course is designed for students who are beginning the study of French at the high school level. Students will be introduced to the French language and culture via thematic units of study that focus on common informal settings and aspects of daily life. Emphasis is placed on listening and speaking with reinforcement from simple readings and some writing. Students will actively apply communicative skills through paired and small-group interactions simulating 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

The student will be able to:

1. Recognize spoken or written familiar words and phrases related to targeted themes such as greetings, weather, climate and seasons, wellness, feelings and emotions, school and family life, contained in culturally authentic electronic information sources such as Podcasts, video clips, online videos, online audio clips, or other online products (7.1.NM.A.1)
2. Demonstrate comprehension of simple, oral directions, commands and requests such as classroom instructions, through appropriate physical response. (7.1.NM.A.2)
3. Recognize a few common gestures and cultural practices related to greetings and simple conversations associated with the French culture. (7.1.NM.A.3)
4. Identify familiar people, places, and objects such as family members and friends, French-speaking countries, geographical features, cardinal directions, supermarkets, open-air markets, flags, foods, and animals, based on oral and/or simple written descriptions. (7.1.NM.A.4)
5. Comprehend brief oral exchanges and written messages on familiar topics, such as weather, climate and seasons, travel and transportation, map locations, and/or shopping at open-air markets, using age-appropriate culturally authentic materials at the novice-mid proficiency level. (7.1.NM.A.5)

6. Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes. (7.1.NH.A.1)
7. Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response. (7.1NH.A.2)
8. Recognize some common gestures and cultural practices associated with target culture(s). (7.1.NH.A.3)
9. Identify people, places, objects, and activities in daily life based on oral or written descriptions. (7.1.NH.A.4)
10. Demonstrate comprehension of short conversations and brief written messages on familiar topics. (7.1.NH.A.5)
11. Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations. (7.1.NH.A.7)
12. Identify some unique linguistic elements in English and the Spanish language. (7.1.NH.A.8)

Interpersonal Mode

The students will be able to:

1. Exchange basic information about topics such as greetings, weather, climate and seasons, wellness, feelings and emotions, school and family life, at the word and memorized phrase level using digital tools appropriate to the grade level. (7.1.NM.B.1)
2. Give and follow simple oral directions, commands, and requests when participating in age-appropriate classroom and cultural activities. (7.1.NM.B.2)
3. Imitate appropriate gestures and intonation of the target culture during greetings, leave-takings, and daily interactions. (7.1.NM.B.3)
4. Ask and respond to simple questions, make requests, express preferences using memorized words and phrases, for example, to describe travel and transportation, map locations, or shopping at open-air markets. (7.1.NM.B.4)
5. Exchange information using words, phrases, and short sentences practiced in class on familiar topics or topics studied in other core content areas, including using numbers to express quantity, make comparisons regarding amount or quantity, or negotiate price and make change, and to identify geographical features and determine geographical locations using cardinal directions. (7.1.NM.B.5)
6. Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes. (7.1.NH.B.1)
7. Give and follow a series of oral and written directions, commands, and requests for participating in age- and level- appropriate classroom and cultural activities. (7.1.NH.B.2)

8. Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions. (7.1.NH.B.3)
9. Ask and respond to questions, make requests, and express preferences in various social situations. (7.1.NH.B.4)
10. Converse on a variety of familiar topics and/or topics studied in other content areas. (7.1.NH.B.5)

Presentational Mode

The students will be able to:

1. Use basic information at the word and memorized phrase level to create a multimedia rich presentation on targeted themes such as family and school life, weather, climate and seasons, fruits, colors, size, shapes, etc., using a technology such as iMovie, a Wiki, a Voicethread, etc., to be shared with a target language audience. (7.1.NM.C.1)
2. Imitate, recite, and/or dramatize simple poetry, rhymes, songs and skits about targeted themes such as weather, seasons, climate, school and family. (7.1.NM.C.2)
3. Copy/write words, phrases, or simple guided texts on familiar topics such as cardinal directions, continents, oceans, French-speaking countries, transportation, geographical locations and features, food and market, money, crafts, and animals. (7.1.NM.C.3)
4. Present information from age-appropriate, culturally authentic selections, orally or in writing by contributing to teacher-directed shared speaking activities, illustrating stories or drawing and labeling pictures, charts, or diagrams. (7.1.NM.C.4)
5. Name or label tangible products and imitate cultural practices from the French culture, such as greetings and leave takings or bargaining at open-air markets. (7.1.NM.C.5)
6. Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience. (7.1.NH.C.1)
7. Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing. (7.1.NH.C.2)
8. Describe in writing people and things from the home and school environment. (7.1.NH.C.3)
9. Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. (7.1.NH.C.4)
10. Tell or write about cultural products associated with the target culture(s) and identify how the products and practices are derived from the cultural perspectives. (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.

Evaluative Criteria: Teachers utilize student observation checklists, daily participation in independent, paired, and/or collaborative group tasks, quizzes and tests, oral/written performance-based assessments, integrated performance assessments targeting interpretive, interpersonal and presentational modes of communication, projects, common benchmark assessments and student self-assessments to monitor and evaluate the progress and achievement of the above stated proficiencies.