

Course Name: French III

Prerequisite: French II Academic or French II Accelerated

Course Code #: H5222

Level: Academic

Year: 5X

Credits: 5

Course Description: This course is designed for students who have completed French II or its equivalent and who have demonstrated language proficiency at the lower spectrum of the intermediate-low level. Students will build upon their previous experience in French and will continue to hone their skills in interpretive listening, reading, and viewing, interpersonal speaking and writing and presentational speaking and writing while demonstrating increased accuracy in their oral and written expression through student-centered activities and tasks. Through a series of thematic units of study, students will begin to acquire higher-level language skills that will enable them to interpret, discuss, analyze, and synthesize more complex content related to familiar historical and contemporary events and issues.

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 intermediate-low 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 Low 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. Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes that may include famous historical and contemporary personalities, technology, emergency situations, fables and legends, music, and/or the arts and media. (7.1.IL.A.1)
2. Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. (7.1.IL.A.2)
3. Compare and contrast the use of verbal and non-verbal etiquette (i.e. the use of gestures, intonation, and cultural practices) in the Francophone culture and in one's own culture. (7.1.IL.A.3)

4. Use the French language to describe people, places, objects and daily activities learned about through oral or written descriptions related to famous historical and contemporary personalities, technology, emergency situations, fables and legends, music, and/or the arts and media. (7.1.IL.A.4)
5. Demonstrate comprehension of conversations and written information on a variety of topics including careers, famous historical and contemporary personalities, technology, emergency situations, fables and legends, music, and/or the arts and media. (7.1.IL.A.5)
6. Identify the main idea and theme, and most supporting details in readings from age- and level-appropriate culturally authentic materials related to famous historical and contemporary personalities, technology, emergency situations, fables and legends, music, and/or the arts and media. (7.1.IL.A.6)
7. Infer the meaning of a few unfamiliar words in some new contexts. (7.1.IL.A.7)
8. Compare and contrast unique linguistic elements in English and in the French language. (7.1.IL.A.8)

Interpersonal Mode

Students will be able to:

1. Use digital tools to participate in short conversations and to exchange information related to targeted themes such as famous historical and contemporary personalities, technology, emergency situations, fables and legends, music, and/or the arts and media. (7.1.IL.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. (7.1.IL.B.2)
3. Use appropriate gestures, intonation, and common idiomatic expressions of the French language in familiar situations related to famous historical and contemporary personalities, technology, emergency situations, fables and legends, music, and/or the arts and media. (7.1.IL.B.3)
4. Ask and respond to factual and interpretive questions of a personal nature or on school-related topics. (7.1.IL.B.4)
5. Engage in short conversations about personal experiences or events and/or topics studied in other content areas, such as art, music, media, or fables and legends. (7.1.IL.B.5)

Presentational Mode:

Students will be able to:

1. Use knowledge about cultural products such as paintings and songs, and cultural practices related to topics such as famous historical and contemporary personalities, technology, fables and legends, music, and/or the arts and media, to create a multimedia presentation on targeted themes to be shared virtually with a target language audience. (7.1.IL.C.1)

2. Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (7.1.IL.C.2)
3. Use language creatively to express problems, consequences and solutions, opinions and recommendations in writing in response to a variety of oral or visual prompts. (7.1.IL.C.3)
4. Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing that are related to topics such as famous historical and contemporary personalities, technology, emergency situations, fables and legends, music, and/or the arts and media. (7.1.IL.C.4)
5. Compare and contrast cultural products and cultural practices associated with the French culture and one's own culture, orally, in writing, or through simulation. (7.1.IL.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.IL.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 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, formative assessments, daily participation in independent, paired and collaborative group tasks, tests, listening/reading/grammar tests and or quizzes, homework, interpretive, interpersonal and presentational activities and assessments and projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies.