Course Name: French V
Prerequisite: French IV Accelerated

Course Code #: H5420 **Level: Advanced Placement**
Year: 5X **Credits: 5**

Course Description: The French V AP course is comparable to an advanced college/university French language course. Therefore, students enrolled in this course can expect to actively participate in a variety of rigorous activities that require them to apply interpretive, interpersonal and presentational skills at the intermediate-high proficiency level to analyze and synthesize information, and create with the language. The French V AP course continues the development of skills of previous French courses by broadening vocabulary, increasing oral and written proficiency, strengthening the knowledge of the mechanics of the language, and deepening the appreciation of the uniqueness of the target culture through student centered activities that promote critical thinking. Rather than mastering any specific body of subject matter, the students' language skills are developed in a holistic manner in which they are useful in themselves and can be applied to various activities and disciplines. Students will work independently and collaboratively as they apply their language skills both within and beyond the classroom setting. The teacher and the students will use the target language exclusively to participate in classroom discussions and debates, role-plays that simulate formal and informal authentic scenarios, and to analyze literary works, works of art, and other cultural products, practices and perspectives.

All students enrolled in this course are expected to take the Advanced Placement French Language Examination, which is administered in May and is approximately three hours in length. It is not based on specific subject matter, but instead evaluates the level of performance in accurately interpreting spoken and written language, in the ability to engage in spontaneous interpersonal conversations and written correspondence, and in synthesizing information from written and spoken sources to create formal oral and written presentations. <u>All students are required to complete an assignment during the summer prior to taking the AP course.</u>

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-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 intermediate proficiency level. The American Council on the Teaching of Foreign Languages has defined this 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 High 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

Within thematic units of study related to contemporary life, global challenges, science and technology, personal and public identities, beauty and aesthetics, families and communities, and visual arts and music, students will be able to:

1. Analyze and critique information contained in culturally authentic materials using electronic information sources related to a variety of familiar and some unfamiliar topics. (7.1.IH.A.1)
2. Demonstrate comprehension of spoken and written language, as expressed by speakers of the target language in formal and informal settings, through appropriate responses. (7.1.IH.A.2)
3. Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (such as persuading, negotiating, or offering advice) in the target culture and one's own culture. (7.1.IH.A.3)
4. Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture with the United States. (7.1.IH.A.4)
5. Synthesize information from oral and written discourse dealing with a variety of topics. (7.1.IH.A.5)
6. Analyze and critique readings from culturally authentic materials. (7.1.IH.A.6)
7. Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts. (7.1.IH.A.7)
8. Analyze structures of the target language and comparable linguistic structures in English. (7.1.IH.A.8)

Interpersonal Mode

Within thematic units of study related to contemporary life, global challenges, science and technology, personal and public identities, beauty and aesthetics, families and communities, and visual arts and music, students will be able to:

1. Use digital tools to participate in extended conversations using a variety of timeframes to exchange information. (7.1.IH.B.1)
2. Give, respond to, and ask for clarification on detailed oral and written directions, commands and requests. (7.1.IH.B.2)
3. Interact in a variety of familiar situations using culturally appropriate verbal and non-verbal communication strategies. (7.1.IH.B.3)
4. Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature. (7.1.IH.B.4)

5. Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas. (7.1.IH.B.5)
6. Use language in a variety of settings to further personal and/or academic goals. (7.1.IH.B.6)

Presentational Mode

Within thematic units of study related to contemporary life, global challenges, science and technology, personal and public identities, beauty and aesthetics, families and communities, and visual arts and music, students will be able to:

1. Explain and compare how a cultural perspective led to the development of a cultural product or practice in the target culture and in one's own culture, through a multimedia-rich presentation to be shared virtually with a target language audience. (7.1.IH.C.1)
2. Create and perform stories, poems, short plays, or oral reports based on personal experiences. (7.1.IH.C.2)
3. Use language creatively to respond in writing for a variety of purposes. (7.1.IH.C.3)
4. Explain the structural elements and/or cultural perspectives found in culturally authentic materials. (7.1.IH.C.4)
5. Explain cultural perspectives associated with the target culture, as evidenced by the cultural products and practices associated with the target language, and compare these perspectives with those of one's own culture. (7.1.IH.C.5)
6. Explain and/or demonstrate cross-cultural skills needed for a variety of professions and careers within the global workforce. (7.1.IH.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 regards to independent, paired and/or collaborative group tasks, tests including sample AP 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.