

Course Profile



[GPS Modern Languages Level 4](#)

Communication – Interpersonal Mode (IP)

MLIV.IP1 The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate.

- A. Express needs and desires.
- B. Share emotions and preferences.
- C. Elicit and express opinions and information.
- D. Exchange personal reactions to spoken and written information related to the target culture(s).

MLIV.IP2 The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.

- A. Participate in extended oral and written activities reflecting the present, with some usage of past and future tenses.
- B. Exchange ideas clearly using level-appropriate material.
- C. Use paraphrasing, circumlocution, body language, and other creative means to convey and comprehend messages.
- D. Use self-correction.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

Communication – Interpretive Mode (INT)

MLIV.INT1 The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.

- A. Identify main ideas, supporting details and various elements, such as plot, theme, setting, and characters, from a variety of texts.
- B. Understand some subtleties of meaning, such as intent, humor, and tone, in a variety of level-appropriate works in the target language that are culturally authentic, such as radio and television segments or literary passages.
- C. Comprehend and react to current events and issues presented through print and electronic media.
- D. Understand simple connected discourse.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in listening and reading comprehension.

Communication Presentational Mode (P)

MLIV.P1 The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.

- A. Summarize and communicate main ideas and supporting details from a variety of authentic language materials.
- B. Produce brief oral presentations (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
- C. Write short, organized compositions (minimal errors in present tense, some errors with past and future tenses), using visual and technological support as appropriate.
- D. Give prepared presentations (near full control of present, past and future tenses), using visual and technological support as appropriate.
- E. Demonstrate Intermediate-Low to Intermediate-Mid proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

MLIV.P2 The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language.

- A. Prepare and present organized culturally authentic poetry, skits or stories.
- B. Prepare and present original essays, poetry, skits or stories in the target language.



French 4

Cultural Perspectives, Practices, and Products (CU)

MLIV.CU1 The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated

- A. Participate in real or simulated cultural events.
- B. Discuss cultural patterns of behavior.
- C. Research and report on some aspect of the history and development of the target culture(s).

Connections, Comparisons, and Communities (CCC)

MLIII.CCC1 The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts.

The students:

- A. Understand the role of major contemporary and historical figures and events from the culture(s) studied.
- B. Relate topics studied in other subject areas to those studied in the target language class.
- C. Recognize how the viewpoints of people in countries where the target language is spoken are reflected in their practices and products, such as political systems, art, architecture, music, and literature. Language Proficiency Targets by Mode



Language Proficiency Targets

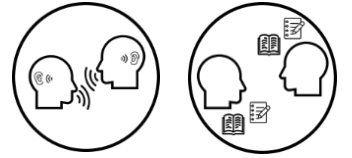
| | Interpersonal | Speaking | Listening | Reading | Writing |
|-----------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 7 th grade | Novice High | Novice High | Novice High | Intermediate Low | Novice High |
| 8 th grade | Novice High | Novice High | Novice High | Intermediate Low | Novice High |
| Level 1 | Novice High | Novice High | Novice High | Intermediate Low | Novice High |
| Level 2 | Intermediate Low | Intermediate Low | Intermediate Low | Intermediate Mid | Intermediate Low |
| Level 3 | Intermediate Mid | Intermediate Mid | Intermediate Mid | Intermediate Mid | Intermediate Mid |
| Level 4 | Intermediate Mid | Intermediate Mid | Intermediate High | Intermediate Mid | Intermediate Mid |
| Level 5-8 | Intermediate High to Advanced Low | Intermediate High to Advanced Low | Intermediate High to Advanced Low | Intermediate High to Advanced Low | Intermediate High to Advanced Low |

AP/IB Alignment

| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|-----------------------|--|--|--|--|--|--|
| AP/IB Themes | Personal and Public Identities / Who We Are | Families and Communities / How We Organize Ourselves | Contemporary Life / Where We Are in Place and Time | Beauty and Aesthetics / How We Express Ourselves | Science and Technology / How The World Works | Global Challenges / Sharing The Planet |
| 7 th grade | Welcome/Who I am Unité préliminaire / Faisons connaissance! | | Family and Friends Les liens sociaux | | Education Around the World L'éducation à travers le monde | |
| 8 th grade | Vacationing Allons en vacances! | | Fashion La Mode | | Food and Nutrition Allons manger! | |
| Level 1 | Welcome/Who I am Unité préliminaire / Faisons connaissance! | Family and Friends Les liens sociaux | Education Around the World L'éducation à travers le monde | Vacationing Allons en vacances! | Fashion La Mode | Food and Nutrition Allons manger! |
| Level 2 | Ma vie numérique | Le logement | En ville | Les loisirs | Le bien-être | Sauvons la planète ! |
| Level 3 | Les rapports sociaux | L'expérience humaine | Le monde du travail | Une exploration artistique | Les soins médicaux | L'environnement |
| Level 4 | L'héritage du monde francophone | La vie publique et la citoyenneté | L'exploration de notre monde contemporain | Les médias et les divertissements | La technologie, l'innovation, et l'éthique | Le partage de la planète |



Proficiency Benchmarks and Can Do Statements (NCSSFL-ACTFL)



Interpersonal Communication

| <p>NOVICE HIGH: I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p> | <p>INTERMEDIATE LOW: I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p> | <p>INTERMEDIATE MID: I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.</p> | <p>INTERMEDIATE HIGH: I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.</p> |
|---|---|--|--|
| <p>I can exchange some personal information.</p> <p>I can exchange information using texts, graphs, or pictures.</p> <p>I can ask for and give simple directions.</p> <p>I can make plans with others.</p> <p>I can interact with others in everyday situations.</p> <p>I can write and administer an anonymous survey in French about my peers' political perceptions.</p> | <p>I can have a simple conversation on a number of everyday topics.</p> <p>I can ask and answer questions on factual information that is familiar to me.</p> <p>I can use the language to meet my basic needs in familiar situations.</p> <p>I can compose and conduct a survey about immigration and attitudes in my community.</p> <p>I can discuss what it means to be a good citizen.</p> <p>I can express my opinion on international peace efforts.</p> | <p>I can participate in a discussion about the difference of perspectives in the colonizers and the colonized.</p> <p>I can read and understand firsthand narratives of colonizers and the colonized.</p> <p>I can talk about my daily activities and personal preferences.</p> <p>I can use my language to handle tasks related to my personal needs.</p> <p>I can exchange information about subjects of special interest to me.</p> <p>I can participate in an in-class debate regarding some of the challenges of assimilation or migration.</p> <p>I can talk about the process to become a citizen in France.</p> <p>I can discuss with a partner the gamut of lodging needs for vacationers and make suggestions for the best place for them to stay.</p> <p>I can listen to and discuss songs about exploring the world and having new experiences from the Francophone world.</p> <p>I can debate different solutions to end a conflict.</p> <p>I can discuss the causes and consequences of a conflict.</p> <p>I can participate in discussions about AI, technological innovations, and ethics in French with appropriate vocabulary.</p> <p>I can participate in an in-class debate about AI, technology, and ethics about topics such as education, medicine, etc.</p> <p>I can write a blog post about how to successfully maneuver using technology in school.</p> <p>I can discuss the benefits and challenges of technological advancements in various aspects of life.</p> | <p>I can exchange information related to areas of mutual interest.</p> <p>I can use my language to do a task that requires multiple steps.</p> <p>I can use my language to handle a situation that may have a complication.</p> <p>I can write a letter to a school principal in France to explain some ways that the school could help new Francophones be better received in their new community.</p> <p>I can read a letter or email written by a Francophone immigrant on the topic of assimilation into my culture and write back and offer friendship and assistance.</p> <p>I can write a letter to my family or friends to persuade them to vote in the next election in French.</p> <p>I can respond to an email from a friend/family member and make suggestions for things they may want to do on a vacation in my area or Francophone location.</p> <p>I can comprehend and react to current events and issues presented through print and electronic media regarding peace and conflict in the French-speaking world.</p> |



French 4

Presentational Speaking



| NOVICE HIGH: I can present basic information on familiar topics using language I have practiced using phrases and simple sentences. | INTERMEDIATE LOW: I can present information on most familiar topics using a series of simple sentences. | INTERMEDIATE MID: I can make presentations on a wide variety of familiar topics using connected sentences. | INTERMEDIATE HIGH: I can make presentations in a generally organized way on school, work, and community topics, and on topics I have researched. I can make presentations on some events and experiences in various time frames. |
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| <p>I can present information about my life using phrases and simple sentences.</p> <p>I can tell about a familiar experience or event using phrases and simple sentences.</p> <p>I can present basic information about a familiar person, place, or thing using phrases and simple sentences.</p> <p>I can present information about others using phrases and simple sentences.</p> <p>I can give basic instructions on how to make or do something using phrases and simple sentences.</p> <p>I can present basic information about things I have learned using phrases and simple sentences.</p> <p>I can name some major French governmental players and their contributions.</p> <p>I can list some of the major political parties in France and understand where they fall on the political spectrum.</p> | <p>I can talk about people, activities, events, and experiences.</p> <p>I can express my needs and wants.</p> <p>I can present information on plans, instructions, and directions.</p> <p>I can present songs, short skits, or dramatic readings.</p> <p>I can express my preferences on topics of interest.</p> <p>I can identify former French colonies and current French territories on a map and explain some of their resources.</p> <p>I can understand and explain how to behave appropriately as a tourist / houseguest in France.</p> <p>I can describe an image of a Celebration and/or Rite of passage.</p> | <p>I can make a presentation about my personal and social experiences.</p> <p>I can make a presentation on something I have learned or researched.</p> <p>I can make a presentation about common interests and issues and state my viewpoint.</p> <p>I can discuss and exchange ideas on the topic of migration and assimilation into a new culture.</p> <p>I can accurately describe a picture in French about a topic related to assimilation and immigration.</p> <p>I can present on the various causes that lead people to immigrate, such as economic, political, or social factors.</p> <p>I can accurately describe and analyze a color photo in detail in French about some aspect of public life or citizenship.</p> <p>I can talk about the impact of war on children.</p> <p>I can accurately describe and analyze a color photo in detail that represents the themes of technology and ethics.</p> <p>I can discuss the impact of innovation and AI on my daily life and in my community.</p> | <p>I can present information on academic and work topics.</p> <p>I can make a presentation on events, activities, and topics of particular interest.</p> <p>I can present my point of view and provide reasons to support it.</p> <p>I can present a project about UNESCO protected practice, site, or natural phenomenon in the Francophone world.</p> <p>I can present a film review, summarizing the movie and giving my opinion on its strengths and weaknesses.</p> <p>I can create a group presentation on a specific aspect of French entertainment or media, such as the history of French cinema.</p> <p>I can articulate different perspectives on the ethical implications of technological advances and support my arguments with examples.</p> |



French 4

Presentational Writing



| NOVICE HIGH: I can write briefly about most familiar topics and present information using a series of simple sentences. | INTERMEDIATE LOW: I can write briefly about most familiar topics and present information using a series of simple sentences. | INTERMEDIATE MID: I can write on a wide variety of familiar topics using connected sentences. | INTERMEDIATE HIGH: I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames. |
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| <p>I can write about people, activities, events, and experiences.</p> <p>I can prepare materials for a presentation.</p> <p>I can write about topics of interest.</p> <p>I can write basic instructions on how to make or do something.</p> <p>I can write questions to obtain information.</p> <p>I can describe historical events that led to peace or war.</p> <p>I can name some of the leading innovations coming out of the Francophone world.</p> | <p>I can write about people, activities, events, and experiences.</p> <p>I can prepare materials for a presentation.</p> <p>I can write about topics of interest.</p> <p>I can write basic instructions on how to make or do something.</p> <p>I can write questions to obtain information.</p> <p>I can design and present a flyer or brochure highlighting key information about a cultural event.</p> <p>I can create a video or written presentation expressing my feelings and reactions to stories of conflicts and peace.</p> | <p>I can write messages and announcements.</p> <p>I can write short reports about something I have learned or researched.</p> <p>I can compose communications for public distribution.</p> <p>I can create a brochure or pamphlet in French about how immigrants can make use of resources in our community to help them assimilate and meet their needs.</p> <p>I can create an informational brochure to inform people about the citizenship process in France.</p> <p>I can write a blog post informing French people about the American system of government and elections.</p> <p>I can describe in detail and analyze a color photo which depicts travel, ecotourism, or exploration.</p> <p>I can present a film review, summarizing the movie and giving my opinion on its strengths and weaknesses.</p> <p>I can design and present my own advertisement for a product, using persuasive techniques and visual elements.</p> <p>I can create a poster informing a French speaker about a celebration or rite of passage that is celebrated in my culture.</p> | <p>I can write about school and academic topics.</p> <p>I can write about work and career topics.</p> <p>I can write about community topics and events.</p> <p>I can write about an entertainment or social event.</p> <p>I can write a letter to my school paper in French or compose a speech to be delivered to my school in French for ways that students can help make life easier and more inclusive for new immigrants into our school community.</p> <p>I can write an editorial for my newspaper to make suggestions for how to make our area more attractive/ accessible for tourists.</p> <p>I can write and present a speech to present to my peers who are doing a homestay in the Francophone world about how to avoid being a bad tourist/house guest.</p> <p>I can write a persuasive letter in French to UNESCO about why a certain American practice, site, or natural phenomenon should be added to the UNESCO protected list of world heritage.</p> <p>I can compose a brochure in French about how to responsibly use technology in Class.</p> |



French 4

Interpretive Listening



| <p>NOVICE HIGH: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</p> | <p>INTERMEDIATE LOW: I can understand the main idea in short, simple messages and presentations on familiar topics. I can understand the main idea of simple conversations that I overhear.</p> | <p>INTERMEDIATE MID: I can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can understand the main idea in conversations that I overhear.</p> | <p>INTERMEDIATE HIGH: I can easily understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. I can usually understand a few details of what I overhear in conversations, even when something unexpected is expressed. I can sometimes follow what I hear about events and experiences in various time frames.</p> |
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| <p>I can sometimes understand simple questions or statements on familiar topics.</p> <p>I can understand simple information when presented with pictures and graphs.</p> <p>I can understand simple information when presented with pictures and graphs.</p> | <p>I can understand the basic purpose of a message.</p> <p>I can understand messages related to my basic needs.</p> <p>I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <p>I can watch and comprehend videos by or about French and Francophone political leaders or current political events.</p> <p>I can understand and summarize trends in French media consumption and entertainment preferences.</p> <p>I can watch and comprehend videos about celebrations throughout the French-speaking world.</p> | <p>I can identify former French colonies and current French territories on a map and explain some of their resources.</p> <p>I can interpret an infographic showing the geographic migration patterns to France.</p> <p>I can understand basic information in ads, announcements, and other simple recordings.</p> <p>I can understand the main idea of what I listen to for personal enjoyment.</p> <p>I can understand messages related to my everyday life.</p> <p>I can understand and interpret audio news stories about current French or Francophone political events.</p> <p>I can view and understand videos in which people describe their nomadic lifestyles.</p> <p>I can listen to and understand interviews with people in the Francophone world about why they choose to travel.</p> <p>I can interpret the messages, target audience, and effectiveness of various advertising campaigns.</p> <p>I can understand podcast about a conflict in a French-speaking country.</p> <p>I can watch and comprehend videos about how the French and other Francophone countries are using AI and innovation.</p> <p>I can understand the arguments presented in reports about the future of work in an AI-driven world.</p> | <p>I can easily understand straightforward information or interactions.</p> <p>I can understand a few details in ads, announcements, and other simple recordings.</p> <p>I can sometimes understand situations with complicating factors.</p> <p>I can watch and understand different video narratives about immigration and the history of French colonization, such as clips from the film Indochine and the film Ru.</p> |





Interpretive Reading

| <p>INTERMEDIATE LOW: I can understand the main idea of short and simple texts when the topic is familiar.</p> | <p>INTERMEDIATE MID: I can understand the main idea of texts related to everyday life and personal interests or studies.</p> | <p>INTERMEDIATE HIGH: I can easily understand the main idea of texts related to everyday life, personal interests, and studies. I can sometimes follow stories and descriptions about events and experiences in various time frames.</p> | <p>ADVANCED LOW: I can understand the main idea and some supporting details on a variety of topics of personal and general interest. I can follow stories and descriptions of some length and in various time frames and genres.</p> |
|--|--|---|--|
| <p>I can understand messages in which the writer tells or asks me about topics of personal interest.</p> <p>I can identify some simple information needed on forms.</p> <p>I can identify some information from news media.</p> <p>I can interpret an infographic showing the geographic migration patterns to France.</p> <p>I can understand and interpret an infographic about the French and American political parties on a spectrum.</p> <p>I can interpret data and reports on how French audiences engage with various forms of media.</p> <p>I can understand an infographic about the different religious groups in France.</p> | <p>I can understand simple personal questions.</p> <p>I can understand personal questions to complete a profile on a social media site. I can understand basic information in ads, announcements, and other simple texts.</p> <p>I can understand the main idea of what I read for personal enjoyment.</p> <p>I can read and understand narratives and literary works which relate to travel and exploring new places.</p> <p>I can read and understand articles in which people describe their reasons for traveling.</p> | <p>I can understand accounts of personal events or experiences.</p> <p>I can sometimes follow short, written instructions when supported by visuals.</p> <p>I can understand the main idea of and a few supporting facts about famous people and historic events.</p> <p>I can understand excerpts from Francophone literature and poetry such as Mariam Bâ's <i>Une si longue lettre</i> and Faïza Guène's <i>Kiffe Kiffe Demain</i>.</p> <p>I can read and understand information about French elections and requirements for running for office.</p> <p>I can comprehend reviews and articles about music albums, artists, and concerts.</p> <p>I can understand articles written about Celebrations and Rites of passage throughout the French-speaking world.</p> <p>I can read and comprehend articles about French innovation and technology and their ethical implications.</p> | <p>I can find and use information for practical purposes.</p> <p>I can read texts that compare and contrast information.</p> <p>I can follow simple written instructions.</p> <p>I can read and understand articles about French current political events and / or about strikes / protests.</p> <p>I can read and understand salient portions of the UN Universal Declaration of the Rights of Man in 1948 in Paris and can answer comprehension questions.</p> <p>I can evaluate the positive and negative impacts of technological advancements on the environment, economy, and quality of life.</p> |

