

French/5 [AP French Language and Culture]

Course Description:

The integrated study of art, history, film, literature, and music in French 5 promotes cultural knowledge and understanding as well as the further development of language skills. Students experience the culture of the French language firsthand by harnessing technology and, at times even interacting with native speakers, and exploring cultural texts. They are challenged to use increasingly sophisticated vocabulary and grammatical structures in a variety of contexts as they tackle listening, speaking, reading and writing tasks featuring authentic literature, film, and topics of contemporary interest and concern. Student performance events may take the form of multimedia presentations. Ultimately, students in French 5 will understand clearly that they are members of a diverse and increasingly global society. When students qualify and depending on teacher qualification, students may earn college credit in Levels 3, 4, and 5. The course is offered for honors credit. Those wanting to earn AP credit may also choose to take the Advanced Placement Language Examination in the language.

Rationale:

The Foreign Language program has been designed to achieve two major goals. The first one is to offer students the opportunity to develop proficiency in a second language and culture, so that they can acquire skills, knowledge, and attitudes important for living and working in a multi-lingual, multi-cultural world. The second goal is to develop students' insight into their own language and culture so that they can increase their knowledge about the English language and their own understanding of their own society. To achieve these goals, an articulated sequence of courses from Level 1 to Level 5 is offered in several modern languages and one classical language. Learning a second language will also serve the purpose of meeting college entry requirements on recommendations in Foreign Language.

Time Frame: 1 year

Enduring Understandings:

- Language connects people.
- Conversations are more than just questions and answers.
- There are clues in the text to help you figure out the meaning.
- Listening is an active part of language acquisition.
- Each culture has unique characteristics and values.
- Language acquisition requires much more than word-for-word translation.
- Writing is an active part of language acquisition.

Essential Questions:

- Why learn another language?
- Why study another culture?
- How does language shape culture?
- How does culture shape language?
- Why isn't a dictionary enough?
- What do I do when my ideas are more complex than my ability to communicate them?
- How can one express complex ideas using simple terms?

District Provided Resources:

Assessments:

Specific classroom assessment strategies for listening, reading, writing and speaking are described below. Listening and reading are often referred to as the passive skills. They require students to react to the language rather than expecting production of the second language. At beginning levels of language instruction, listening and reading

comprehension is often checked using the native language of the student. Checking for comprehension in this manner eliminates the possibility of confusing comprehension with second language production.

At all levels of instruction students should be able to listen to or read an authentic text. Initially, students will be able to identify the main ideas of the text. As skill levels progress students will be able to identify details and will be able to use the structure of the language to derive further meaning. At advanced levels students will use their knowledge to interact with the oral or written text. They might be asked to extend a dialogue or write an alternate ending based on what was understood from the text.

Students at all levels are expected to write both to practice the vocabulary and structures being taught and to convey personal meaning. High school teachers should assess each student at least twice in a semester in an intensive (more than a few sentences) format.

At Levels A, B/1, students will write using simple phrases and/or short lists. Much of what is written will be memorized material although there will be some effort to recombine previously learned material. At Levels 2 and 3 of instruction, students will begin to show some creativity when working with familiar material. They will be able to write in simple sentences on a wide variety of topics. Errors will still occur frequently, but the writing will be understood by native speakers used to the writing of non-native speakers. **Upper level students will begin to use paragraph length discourse and both narration and description will begin to emerge. Students will express themselves in meaningful ways with little or no evidence of memorized material. Basic ideas will be conveyed, but students may lack the vocabulary to develop fully the main ideas.**

Scoring of writing will be assessed in both holistic and analytical ways. Holistic scoring will allow a teacher to assign a single grade based on the overall impression of a text. Such scoring is valid when scoring writing is done as part of a total assessment. When scoring separate compositions, analytical scoring is most often used. The use of the district developed rubric allows separate grades to be assigned to the various components of a composition. This type of grading allows teachers to focus on both form and meaning when assessing writing.

Students at all levels are assessed for their speaking ability. The assessment should expect students to respond to and ask questions, and develop ideas. The assessment should be designed in such a way that it reflects real world tasks that make use of recently learned material in ways that allow students to express their own meaning. Spontaneity should be a goal of all speaking tests. Material that has been written and memorized is not a speaking test. This type of activity accomplishes many of the same goals of a speaking test--pronunciation, fluency, etc., but lacks the ability to assess how well students will handle the unrehearsed situation.

A minimum of four speaking tests should be given to each student during the school year. These four speaking tests will be scored using the district rubric for speaking tests. This rubric assesses students at all levels in five areas: fluency, vocabulary, pronunciation, accuracy and comprehension. Beginning students will perform at novice levels using learned phrases with vocabulary for very simple needs. Advanced beginners will begin to combine previously learned material and will be able to ask questions. Students at intermediate levels can create with language, combining and recombining elements. They can handle a limited number of interactive and social situations. They are able to ask and answer questions and they can initiate and respond to simple statements. They can role play in familiar situations. Students at advanced levels demonstrate the skills at previous levels and can also handle uncomplicated basic and communicative tasks and social situations. They can discuss personal history and leisure time activities. There is emerging evidence of connected discourse, particularly for simple narration and/or description.

District testing is in place to assess the performance of students in comparison to some of the district benchmarks. The district proficiency based writing and oral assessment is given in opposite years to students and the results are compared to national proficiency standards.

Units & Unit Descriptions:

Justice and Politics (La valeur des idées)

Ever Changing Society (La société en évolution)

In Search of Progress (À la recherche du progrès)

Careers and People at Work (Perspectives de travail)

Ecology and Environment (Les richesses naturelles)