

# World Language

## French IV (Intermediate High )

4/25/08

<b>Communications</b>	<b>Content</b>
<p><b>Definition:</b> To obtain, understand, exchange and present information in the target language.</p>	<p><b>Definition:</b> Understand and engage in what people do, when, where and how.</p>
<p><b>Questions:</b> How do we trade thoughts? What if we couldn't? Interpersonal, Interpretive, Presentational</p>	<p><b>Questions:</b> Why do people do what they do? Products, Perspectives, Practices</p>
<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Follow complex spoken instructions, directions, and requests.</li> <li>• Infer meaning from sophisticated authentic texts.</li> <li>• Interpret a speaker's purpose in oral presentation.</li> <li>• Understand main ideas and details of complex conversations and spoken presentations (e.g. news reports, movies, commercials, recorded interviews) on a wide variety of topics.</li> <li>• Understand questions about personal information and other familiar topics.</li> <li>• Understand questions on less familiar topics.</li> <li>• Use information acquired from sophisticated authentic sources to make decisions about real and hypothetical situations.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Analyze expressive products of the target culture (e.g., selections from various literary genres, fine arts).</li> <li>• Clarify meaning through paraphrasing, elaborating, and questioning.</li> <li>• Debate a current or historical issue (e.g., immigration, gender biases).</li> <li>• Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.</li> <li>• Exchange, support, and discuss opinions and individual perspectives with peers and/or speakers of the target language on a variety of topics dealing with contemporary or historical issues.</li> <li>• Express and compare opinions and preferences about information gathered regarding events and experiences.</li> <li>• Initiate, sustain, and conclude conversations on a wide variety of personal, general knowledge, and academic topics.</li> <li>• Negotiate meaning through a range of strategies, e.g., questions, interjections, circumlocution.</li> <li>• Persuade, negotiate, or offer advice concerning a personal or widely held view point (e.g. environment, human rights, school issues).</li> <li>• Present a research-based analysis of a social, political, or historical issue.</li> <li>• Present and support an opinion using information from articles, documentaries, or historical narratives.</li> <li>• Relate the main theme/idea of one literary selection to another.</li> <li>• Research and present information relating to the fine arts.</li> <li>• Summarize information from authentic language materials and artifacts and give personal reactions.</li> <li>• Use appropriate register, level of formality, and gestures according to social context.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Apply reading strategies such as using advanced organizers, filling in graphic organizers, and relating new information to prior knowledge.</li> <li>• Compare, contrast, synthesize, analyze, and interpret the content of authentic texts.</li> <li>• Extract specific information from sophisticated authentic sources.</li> </ul>	<p>Content</p> <p>Grammatical Structure</p> <ul style="list-style-type: none"> <li>• Demonstrate a control of adjectives, all types.</li> <li>• Demonstrate a control of adverbs.</li> <li>• Demonstrate a control of commands.</li> <li>• Demonstrate a control of comparatives and superlatives.</li> <li>• Demonstrate a control of history of French art from 15th through 20th centuries.</li> <li>• Demonstrate a control of past and present participles and use of infinitives.</li> <li>• Demonstrate a control of prepositions used with infinitives.</li> <li>• Demonstrate a control of present and past participles.</li> <li>• Demonstrate a control of present and past subjunctive.</li> <li>• Demonstrate a control of present, imperfect, passé composé, future, conditional, pluperfect, future perfect, past conditional tenses and their use with si clauses.</li> <li>• Demonstrate a control of pronouns, all types.</li> <li>• Demonstrate control of vocabulary and content learned through printed materials such as magazine and newspaper articles, ads, short stories, novels, and plays and use of authentic videos and computer software.</li> <li>• Improve fluency in all four skills, through exploring a variety of topics using authentic materials.</li> <li>• Read authentic printed materials, all genres. Discuss, paraphrase, compare and contrast, analyze, synthesize and summarize literary selections.</li> <li>• Use contextualized grammatical structures accurately to communicate effectively.</li> </ul> <p>Global Languages</p> <ul style="list-style-type: none"> <li>• Watch authentic video and televised selections such as the news, advertisements,</li> </ul>

# World Language

4/25/08

## French IV (Intermediate High )

- Follow complex written instructions, directions, and requests (e.g., product assembly, recipes).
- Gather information from authentic printed sources in preparation for written or oral presentations.

### **Writing**

- Analyze content from several sources (e.g., newspapers, magazines, internet) and expressive products of the target culture (e.g., selections from various literary genres, fine arts).
- Develop and propose solutions to issues and problems that are of concern to the students' own community or to the target culture community.
- Paraphrase, elaborate, and simplify written texts to demonstrate comprehension.
- Persuade, negotiate, or offer advice concerning a personal or widely held viewpoint (e.g., environment, human rights, school issues).
- Present a research-based analysis of a social, political, or historical issue or of the fine arts.
- Relate the main theme/idea of one literary selection to another.
- State and support an opinion using information from articles, documentaries, or historical narratives.
- Summarize information from authentic language materials and artifacts and give personal reactions.
- Use appropriate register and level of formality.

### **Vocabulary and Structure**

- Consistently apply grammatical concepts (e.g., word order, verb forms, tenses, moods, voice, and agreement).
- Learn and apply more sophisticated vocabulary, phrases and idiomatic expressions.
- Refine intonation and pronunciation.
- Use the language creatively, with greater variety and ease.

documentaries, video clips and movies. Ask and answer questions pertaining to the content. Discuss, paraphrase and summarize events in the video from a linguistic and/or cultural viewpoint.

# World Language

## French IV (Intermediate High )

4/25/08

<b>Communities</b>	<b>Comparisons</b>	<b>Connections</b>	<b>Cultures</b>
<b>Definition:</b> Use the target language and participate in cultural activities.	<b>Definition:</b> Compare/contrast one's own language with the target language.	<b>Definition:</b> Connect target language and culture to other disciplines.	<b>Definition:</b> Understand and engage in what people do when, where how.
<b>Questions:</b> When will I ever use this language? Reaching others, Personal enrichment,	<b>Questions:</b> Why do people say and do things differently? Linguistic, Cultural	<b>Questions:</b> Why are we studying (math, science, art, etc.)? Isn't this a foreign language class? To connect with: other content area unique and new perspectives	<b>Questions:</b> Why do people do what they do? Products, Perspectives, Practices
<p><b>Careers</b></p> <p>◇ Explore and discuss topics relating to various employment and career opportunities for which foreign languages are beneficial or necessary. Participate in activities with community professionals who use the target language (e.g. shadowing, interviewing, analyzing job skills requirements). Use the language to work with peers in order to explore opportunities for the future in which the target language is required (e.g. mentoring and peer-collaboration).</p> <p><b>Personal Enrichment</b></p> <p>◇ Develop ability to understand and use the target language and pursue individual interests through the target language (e.g., music, literature, sports, travel, films, TV, Internet). As students progress in their learning, their sophistication of linguistic and cultural understanding provides unique learning opportunities and perspectives which distinguish them from students who lack a second language experience.</p> <p><b>Reaching Others</b></p>	<p><b>Cultural Comparisons</b></p> <ul style="list-style-type: none"> <li>• Analyze and discuss how various events are/were covered in the media of both the target culture and the United States.</li> <li>• Analyze similarities and differences between the political systems of the target and home cultures.</li> <li>• Compare common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members, perspectives on global issues) with those from the student's own culture.</li> <li>• Compare major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion) with those from the student's own culture.</li> <li>• Compare products representative of the cultures being studied (e.g., baguette, piñata, automobiles) with those from the student's own culture.</li> <li>• Compare selected practices and social conventions of the target language culture (e.g., greetings, table manners, gestures, personal distance, holiday celebrations) with those from the student's own culture.</li> <li>• Compare themes and characters in age appropriate literature from the target culture with those of the home culture.</li> <li>• Compare typical daily activities and routines of</li> </ul>	<p>◇ Explore a variety of topics in other disciplines such as:</p> <ul style="list-style-type: none"> <li>• Social Studies/ Citizenship: Identifying &amp; exploring information on selected target language countries and their peoples; labeling maps and identifying land forms, discussing the environment, analyzing current and historical events; discussing global issues (disease, poverty, world conflicts).</li> <li>• Arts and Literature: Learning about music, literature, film, cuisine, visual arts, dance.</li> <li>• Math: Converting currency, classifying data, organizing and analyzing information, graphing.</li> <li>• Science: Learning about the weather and the solar system; developing awareness of environmental issues.</li> <li>• Technology: Communicating through e-mail, using various forms of multimedia to practice the language and to present information, using the web for collecting information).</li> <li>• Reading/Language Arts: Reading historical and contemporary literature (such as short stories, novels and</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze how people in the target culture view the role of the United States in the world arena.</li> <li>• Analyze social and geographic factors which affect cultural practices.</li> <li>• Compare and contrast regionalisms in the target language and culture.</li> <li>• Discuss general impressions gleaned from film and video (e.g., how people treat each other, how they view family roles).</li> <li>• Explain and discuss aspects of the target culture which may be misunderstood by non-natives (e.g., customs, lifestyles, values).</li> <li>• Explore typical daily activities, routines, and patterns of behavior of members of the target language community (e.g., school, home, leisure).</li> <li>• Identify and participate appropriately in selected practices of the target language culture (e.g., greetings, table manners, gestures, personal</li> </ul>

# World Language

4/25/08

## French IV (Intermediate High )

<p>◇ Participate in activities which benefit school and community by sharing examples of the target culture (e.g., songs, artwork, poems, multimedia presentations) with parents, peers and community members. Students will also have opportunities to participate in peer tutoring, mentoring younger students and assisting others. In addition, students may exchange information through pen pals, e-pals and chat rooms; hear guest speakers and participate in exchange opportunities; and establish connections and communications with the target culture through travel, exchange programs and people in the community.</p>	<p>members of the target language community (e.g., school, home, leisure) with those from the student’s own culture.</p> <ul style="list-style-type: none"> <li>• Compare ways people in the home and target cultures express universal themes (e.g., happiness, sorrow, humor, birth, death).</li> <li>• Compare well-known, contemporary people from the target culture (e.g., athletes, artists) with those from the student’s own culture.</li> <li>• Examine the influences of target cultures on the home culture and vice versa (e.g., salsa overtaking catsup as the #1 condiment in the U.S.).</li> </ul> <p><b>Linguistic Comparisons</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast how words are interrelated across languages.</li> <li>• Compare and contrast word order in English and the target language.</li> <li>• Compare grammatical structures (e.g., verb endings, word order, adjective/noun agreement).</li> <li>• Compare how various linguistic elements are expressed in the target language and in English (e.g., subjunctive, idiomatic expressions, use/nonuse of pronouns).</li> <li>• Compare sound and writing systems of the target language with the student’s own.</li> <li>• Compare the elements of time and tense of the target language with similar linguistic elements in English.</li> <li>• Identify and use appropriately familiar/formal forms of language.</li> <li>• Identify and use cognates and loan words to derive meaning from oral and written texts.</li> <li>• Identify and use idiomatic expressions to derive meaning from oral and written texts.</li> </ul>	<p>poems); using print media (such as the internet, periodicals and brochures/pamphlets) to learn about current events; using information to interpret, discuss, and respond to a wide variety of topics; learning reading strategies which can be applied in the classroom and across the entire curriculum.</p> <ul style="list-style-type: none"> <li>• Health/Fitness: Healthy eating habits, exercise (sports, games, dance); healthy lifestyle, (awareness of substance abuse); stress management.</li> <li>• Life Skills: Exploring career choices, discussing personal and household responsibilities, discussing character traits (such as trustworthiness, responsibility, caring); describing relationships (with family, friends, and peers); interpreting and following recipes.</li> </ul>	<p>distance, holiday celebrations).</p> <ul style="list-style-type: none"> <li>• Identify common beliefs and attitudes within the target culture (e.g., social etiquette, the various roles of individual family members).</li> <li>• Identify major contributions from the target culture (e.g., in the arts, science, medicine, food, fashion).</li> <li>• Identify or create products representative of the cultures being studied (e.g., baguette, piñata, automobiles).</li> <li>• Identify well-known, contemporary people from the target culture (e.g., athletes, artists).</li> <li>• Investigate and report on contributions, selected practices and products representative of the cultures being studied (e.g., science, medicine, health and nutrition, foods).</li> </ul>
---	--	--	---