

## West Windsor-Plainsboro High School World Language Program

### The Vision

#### World Languages Education in the 21<sup>st</sup> Century

#### New Jersey Core Curriculum Content Standards (2009)

New Jersey citizens are part of a dynamic, interconnected, and technologically driven global society centered on the creation and communication of knowledge and ideas *across geographical, cultural, and linguistic borders*. Individuals who effectively communicate in more than one language, with an appropriate understanding of cultural contexts, are *globally literate* and possess the attributes reflected in the mission and vision for world languages education that follow:

**Mission:** *The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures.*

**Vision:** An education in world languages fosters a population that:

- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

### AP French Language

AP French Language is a communicative course for students who have completed a comprehensive Level 4 Honors program. It consists of an intensive review of all structures, considerable vocabulary building, and speaking exercises to improve pronunciation and language facility. In addition to the texts, materials may be chosen from literature, magazines, newspapers, and a variety of authentic audio visual selections. There is frequent composition work and students are expected to participate actively in listening comprehension exercises and oral presentations. Concentrated practice to develop the abilities required for the Advanced Placement Exam will be an integral part of the course. Students are strongly encouraged to take the Advanced Placement Examination. The three modes of communication (Interpretive, Interpersonal, Presentational) are also integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

#### Resources:

- En bonne forme, Renaud, S. and van Hooff, D., 8<sup>th</sup> edition
- AP French: Preparing for the Language Examination, Ladd, Richard and Girard, Colette, 2<sup>nd</sup> Edition
- Une fois pour toute, Sturges, Hale, Nielsen, Linda and Herbst, Henry, 2<sup>nd</sup> edition
- Un papillon dans la cité, Pineau, Giselle

#### Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- handle a variety of communicative tasks with ease and confidence.

- participate actively in most informal and some formal conversations on a variety of concrete topics relating to school, home, and leisure activities as well as to events of current, public, and personal interest or individual relevance.
- demonstrate the ability to narrate and describe in all major time frames (past, present and future) by providing a full account as they adapt to the demands of the conversation. Narration and description tend to be combined in connected, paragraph-length discourse.
- handle successfully and with relative ease the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar.
- use communicative strategies such as rephrasing and circumlocution.
- contribute to the conversation with much accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion.
- be readily understood by native speakers unaccustomed to dealing with non-natives.

Students will be able to perform tasks such as:

- talking about themselves, family ties, and friendship.
- expressing their feelings about relationships.
- expressing their opinions and defending their opinion/ideas.
- describing ideas in the past, present and future in paragraph length with great accuracy.
- talking about things they need and things they wish for.
- giving detailed descriptions of people, places, and events.
- following and giving instructions, directions and recommendations.
- asking questions and providing responses on a variety of topics.
- giving and getting information from conversations, readings, presentations, etc. on a variety of topics.
- understanding the main idea and supporting details from authentic language materials.
- talking about major historical events and how they influence the studied culture.
- making connections about topics studied in other subject areas and those studied in their French class.
- recognizing differences between their own language and the French language.

### **Methods of Evaluation:**

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, written papers, and class discussions.

### **Student Responsibility:**

It is the *responsibility* of the student to share the above information with his/her parents and/or guardians.

September 2012

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### French One

French One is a communicative course for students beginning their World Language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of French-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

#### Resources:

- *Discovering French Bleu* : McDougal Littell; D.C. Heath and Company, 2001.
- French magazines, newspaper articles, films, internet and other technologies.

#### Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- Manage successfully a number of uncomplicated communicative tasks in straightforward social situations
- Give basic personal information
- Identify people, places, objects and activities in daily life
- Talk about preferences
- Respond to simple, direct questions or requests for information
- Sometimes respond in intelligible sentences, but not be able to sustain sentence level discourse
- Express personal meaning by relying on learned phrases or re-combinations of these
- Generally be understood by sympathetic interlocutors used to non-natives
- Comprehend short conversations and brief written messages on familiar topics
- Describe in writing people and things from their home/school lives
- Tell or retell stories using a guided format from age-appropriate, culturally authentic selections orally or in writing

Students will be able to perform tasks such as:

- Talking about themselves by giving basic personal information and descriptions
- Describing their family and friends
- Describing and purchasing clothing
- Identifying parts of their home and the things inside it
- Expressing preferences, needs and wants
- Describing their daily routine, including their school schedule and free-time activities
- Describing the weather
- Telling time
- Ordering food in a café

**Methods of Evaluation:**

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, role-play situations, written papers, class discussions and integrated performance assessments.

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### **French Two**

French Two is a communicative course for students who are continuing their world language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of French-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

### **Resources:**

- French magazines and newspaper articles, short stories.
- Internet resources

### **Language Expectations/Proficiency Targets**

Throughout the course of the year, students will be expected to:

- Communicate effectively, however, may have some patterns of error in the major time frames
- Use and understand learned expressions, sentences, and strings of sentences when speaking and listening in face-to-face, as well as some telephone conversations
- Ask and answer questions and participate in conversations on topics beyond the most immediate needs
- Create with the language in straightforward social situations
- Have conversations concerning concrete exchanges, predictable topics, and some unfamiliar topics

- Can generally be understood by native speakers unaccustomed to dealing with non-natives although the dominant language is still evident and gaps in communication may occur
- Understand and retain most key ideas and some supporting detail when reading and listening
- Create simple paragraphs when writing
- Ability to describe and narrate in paragraphs is emerging
- Generally use culturally appropriate behavior in social situations

**Students will be able to perform tasks such as:**

- Talking about adolescence, relationships with family and friends, likes/dislikes, leisure activities, role models, legends and fiction
- Comparing French and American cultures on various topics
- Describing and narrating present, past and future activities

**Assessments of Student Proficiency will include the following:**

- Tests
- Quizzes
- Projects
- Written papers
- Class discussions
- Role-plays
- Information Gap activities
- Integrated Performance Assessments

**Student Responsibility:**

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### French Three Honors

French Three Honors is a communicative course for students continuing their world language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of French-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

#### Resources:

- Exercices de grammaire en contexte, niveau intermediaire, Hachette Livre 2000
- Civilisation progressive du francais, niveau debutant et intermediaire, CLE International, 2003
- French magazines and newspaper articles, short stories, novels, films.

#### Language Expectations/Proficiency Targets

This is an honors class. Therefore, the students are expected to perform these tasks in depth and with greater accuracy.

Throughout the course of the year, students will be expected to:

- Communicate effectively, but may have some patterns of error in the present tense, with emerging control of other time frames
- Use and understand learned expressions, sentences, and strings of sentences when speaking and listening
- Understand listening tasks pertaining to face-to-face conversations, some telephone conversations, and simple media announcements
- Ask a variety of questions to obtain simple information to satisfy basic needs
- Create with the language in straightforward social situations and participate in simple conversations on topics beyond the most immediate needs
- Have conversations concerning concrete exchanges and predictable topics necessary for survival

- Understand and retain most key ideas and some supporting detail when reading and listening
- Create simple paragraphs when writing
- Generally use culturally appropriate behavior in social situations

Students will be able to perform tasks such as:

- Talking about themselves, family, home, likes/dislikes, daily life and leisure activities
- Describing stereotypes and why they exist
- Identifying and exploring different volunteer opportunities abroad and practicing key survival skills
- Sharing opinions concerning how a multicultural and diverse society influences their daily lives in the present and the future
- Discussing and expressing opinions and feelings concerning themes in art and literature as related to their lives as teenagers
- Identify and describe their roles and responsibilities in society
- Discussing how leaders and heroes shape their identity, impact their lives and inspire them.
- Share opinions and defend points of view concerning how heroes embody our values and ideals
- Discuss current affairs such as immigration and its effect on our society, state opinions, and suggest solutions

#### **Methods of Evaluation:**

Methods of evaluation used to determine the level of student proficiency will include the following: quizzes, tests, projects, role-play situations, written papers, class discussions and integrated performance assessments.

#### **Student Responsibility:**

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### French Three

French Three is a communicative course for students continuing their world language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of French-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

#### Resources:

- *Discovering French Rouge*
- French magazines and newspaper articles, short stories.

#### Language Expectations/Proficiency Targets

Throughout the course of the year, students will be expected to:

- Communicate effectively, however, may have some patterns of error in the major time frames
- Use and understand learned expressions, sentences, and strings of sentences when speaking and listening in face-to-face, as well as some telephone conversations
- Ask and answer questions and participate in conversations on topics beyond the most immediate needs
- Create with the language in straightforward social situations
- Have conversations concerning concrete exchanges, predictable topics, and some unfamiliar topics

- Can generally be understood by native speakers unaccustomed to dealing with non-natives although the dominant language is still evident and gaps in communication may occur
- Understand and retain most key ideas and some supporting detail when reading and listening
- Create simple paragraphs when writing
- Ability to describe and narrate in paragraphs is emerging
- Generally use culturally appropriate behavior in social situations

**Students will be able to perform tasks such as:**

- Talking about themselves, family, home, likes/dislikes, daily life and leisure activities
- Comparing French, American and French-speaking African cultures on various topics
- Identifying and expressing opinions concerning making preparations for travel
- Identifying and describing health, illnesses, injuries and treatments
- Identifying and expressing opinions concerning environmental, social, economic and health issues
- Giving suggestions and recommendations regarding social issues
- Describing and narrating present, past and future activities

**Assessments of Student Proficiency will include the following:**

- Tests
- Quizzes
- Projects
- Written papers
- Class discussions
- Role-plays
- Integrated performance assessments

**Student responsibility:**

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### *French Four Honors*

French Four Honors is a communicative course for students continuing their world language studies. The three modes of communication (Interpretive, Interpersonal, Presentational) and the study of the cultures of French-speaking people are integral parts of the course. The course curriculum reflects both State and National Standards for World Language Learning.

#### *Resources:*

- *Reprise*
- French magazines and newspaper articles, short stories.

#### *Language Expectations/Proficiency Targets*

Throughout the course of the year, students will be expected to:

- handle a variety of communicative tasks with few pauses
- participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance
- demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but may have some difficulty maintaining these time frames
- handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar
- use communicative strategies such as rephrasing and circumlocution

- contribute to the conversation with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion, and it can be understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved through repetition and restatement

**Students will be able to perform tasks such as:**

- Talking about themselves, family, home, likes/dislikes, daily life and leisure activities
- Discussing some limited historical topics
- Comparing French, American and French-speaking cultures on various topics
- Identifying and expressing opinions
- Giving suggestions and recommendations

**Assessments of Student Proficiency will include the following:**

- Tests
- Quizzes
- Projects
- Written papers
- Class discussions
- Role-plays
- Integrated performance assessments

**Student responsibility:**

It is the responsibility of the student to share the above information with his/her parents and/or guardian.

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