

**Orange High School**  
**French Level III Course Syllabus**

**Teacher: Mr. Speker Antoine**

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**Class Hours:** Every day: 40 minutes – **CREDIT:** 5.0- Full Year

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**Introduction/Overview/Philosophy**

**Course Description:**

In the world language program of Orange Public Schools, thematic units and respective themed objectives are interwoven with the standards of ACTFL as indicated under [Intermediate Low to Advance Low or Higher](#). French language Level III is a student-centered course designed to build on and expand control of basic communicative structures by interweaving vocabulary and functions into meaningful and authentic activities that emphasize all three modes of communication: interpersonal, interpretive and presentational. Cultural knowledge and understandings that will enhance a deeper understanding of the target culture will be integrated into the course content. This course is designed to develop oral communication skills by systematically engaging in speaking activities about everyday topics. Communicative strategies intended to facilitate communication with native speakers will be presented and practiced in a variety of meaningful and real-world situations. It offers an overview of previous years' study of grammar while also exposing the student to the study and use of more complex structures and vocabulary using contextualized and communicative activities. Each class contains purposeful activities within realistic situational contexts to help students develop fluency in the target language. Students will be given opportunities to communicate in a variety of natural scenarios for strategic, interactive exchanges that aim to reinforce, refine, and broaden communicative competence.

The French III course is designed to reflect the philosophy and goals of the national standards, Standards for Foreign Language Learning in the 21st Century (ACTFL,2012) and the New Jersey Student Learning Standards for World Languages (2020). The main objective of the French program is to enable the student to attain a measurable degree of communicative competency and proficiency in each of the **four language skills: *listening, speaking, reading, and writing***. Through an essentially inductive approach, students will understand how the language is structured and how they can use this knowledge to express their needs and talk about the world around them. Grammar and vocabulary are logically sequenced and grouped to make

their acquisition as natural as possible. The teaching of Hispanic culture is an integral part of the program, in which authentic and contemporary topics are presented.

**Native-language students:** Native-language students may be (1) newly arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third-generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode) but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing a curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

### **Program Goals:**

- Developing functional proficiency in a world language.
- Strengthening literacy skills in students' home language and the language under study.
- Promoting respect for and appreciation of differences in cultural practices, products, and perspectives.
- Providing professional development opportunities for teachers of world languages.
- Emphasizing the goals of the national standards for learning world languages.

**NJCCCS: 7.1 World Languages** 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.

### **Thematic Units**

The thematic units will allow teachers and students to explore the enduring understandings and essential questions posed for each unit and become proficient in the levels indicated. The progression of the thematic units shall be at the discretion of the world language teacher as each language carries its own grammatical challenges and focus areas at different times in the process of acquiring different levels of proficiencies.

The thematic units for World Language Level II are as follows:

#### **Reprise: Recalls & Practice of French Level I Units**

1. La technologie (Technology)
2. En ville (In the City)

3. L'avenir et les métiers (The Future and the Careers)
4. L'aspect vert (Green Spaces)
5. Les arts (The Arts)

### **Course Goals:**

- Developing functional proficiency in French language.
- Strengthening literacy skills in students' home language and the language under study.
- Offering a range of world language courses to meet the diversified needs of county students.
- Promoting respect for and appreciation of differences in cultural practices, products, and perspectives.
- Providing professional development opportunities for teachers of world languages.
- Emphasizing the goals of the national standards for learning world languages.

### **The Five (5) C's**

This course will address the five C's: **Communication, Culture, Community, Comparison, and Connection**. The students in the class will use the French language and cultural knowledge to express themselves orally and to create simple paragraphs while writing.

### **Student expectations:**

- **Interpretive Mode of communication**, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts
- **Interpersonal Mode of communication**, in which students engage in direct oral and/or written others.
- **Presentational Mode of communication**, in which students present, orally and/or in writing, information, concepts, and ideas to an audience of listeners or readers with whom there is no immediate interaction.

### **Class Rules**

1. Be in class daily and on time
2. Be always prepared
3. Follow directions
4. Listen while others are speaking
5. Work quietly and do not disturb others
6. **NO CELL PHONE** (*Unless authorized by the Teacher for Educational Purpose*)
7. **NO HOODIES OR HAT**

## **Materials Needed: NOTEBOOK, PEN and/or PENCIL, and FOLDER**

### **Student Evaluation**

1. Oral presentation including dialogs, graded by rubric
2. Short-term and long-term projects graded by rubric
3. Compositions graded by rubric
4. Quizzes & Tests
5. Homework, Class work & Class participation

### **Course Grade**

- **Test: 25%**                      **Classwork: 20%**   **Homework: 10%**
- **Quizzes: 20%**                **Classwork: 20%**        **Authentic Assessment: 25%**

**Platforms:** Google Classroom, Vista via Clever, Remind App

**Please see Google Classroom & Remind App Codes on the Teacher's Webpage.**

**Vista/Chemins 1 - Available online: etextbook, eWorkbook, videos, activities, and assignments**

**Mango Languages via Clever**

**[www.languageguide.org/french](http://www.languageguide.org/french)**