

Power Standards French Level III

Indian Hill Exempted Village School District French Level III

Standard 1.1

Interpersonal Communication

Students initiate and sustain spoken or written interpersonal communication on a variety of topics.

In order to meet this standard, a Level IV-V student must ...

- ✓ Ask and answer questions, via written notes and oral conversation, in order to provide and obtain factual information.
- ✓ Express feelings and emotions.
- ✓ Exchange opinions.
- ✓ Initiate conversation via culturally appropriate attention getting devices and complex questions.
- ✓ Use circumlocution, intonation, self-correction, and verbal cues to sustain conversation.

Standard 1.2

Interpretive Communication

Students listen and read for understanding.

In order to meet this standard, a Level IV-V student must...

- ✓ Follow complex oral and written directions.
- ✓ Determine main idea and significant details in a variety of culturally-authentic media.
- ✓ Use prefixes, suffixes, root words, cognates, intonation, word order, and key words to derive meaning.

Standard 1.3

Presentational Communication

Students present information and ideas on familiar topics to general audiences or readers.

In order to meet this standard, a Level III student must...

- ✓ Discuss the main idea, characters, supporting details, and author's purpose in a variety of media.
- ✓ Provide personal reactions and predictions using familiar vocabulary and connect them to the text.
- ✓ Create and present written, oral, or dramatic narratives using familiar vocabulary and a variety of tenses.
- ✓ Apply writing process strategies to publish a document for a range of audiences (prewriting, drafting, revising, editing, publishing).

Standards 3, 4, & 5

Connections, Comparisons, and Communities

Students connect French learning with other disciplines, develop insight into the nature of language, and participate in multilingual communities and cultures.

In order to meet this standard, a Level III student must ...

- ✓ Demonstrate understanding of basic finances as applied to teens (how to earn money and use a personal budget).
- ✓ Demonstrate basic understanding of ecological problems facing France.
- ✓ Experience excerpts of world literature.

Standards 2 & 4

Culture and Comparisons

Students demonstrate an understanding of the perspectives, practices, and products of the Spanish-speaking world, and develop insight into the nature of culture.

In order to meet this standard, a Level III student must...

- ✓ Compare the shopping and dressing habits, job opportunities, and family obligations of French and U.S. teenagers.
- ✓ Compare the organization of French cities and towns with that of the U.S.
- ✓ Explain typical French stores and their products.
- ✓ Compare the French concepts of vacation time, travel, and philanthropy with U.S. attitudes and customs.

Language Structures French Level III

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- everything from levels I and II
- use of inversion to make questions
- recent past venir de + infinitif
- all regular verbs in passé composé, including pronominals
- contrast of imparfait and passé composé
- simple agreement of past participle with être and common pronominals
- pronominal verbs in impératif
- future and conditional tense verbs
- simple use of subjunctive (il faut + subjunctive of –er verbs and faire)
- common verbs requiring a preposition followed by infinitive commencer à, etc.
- correct use of sortir, partir, laisser, quitter
- depuis + present tense
- use of ne...que
- adjectives followed by de
- relative pronouns qui, que.
- common negative structures, including ni...ni
- expanded comparative structures aussi...que, autant...que, etc.

Course Description:

French III continues the study of grammar, vocabulary, and Hispanic culture with an emphasis on refining and integrating advanced grammar into daily communication. Students further develop reading, writing, speaking, and listening skills in all three communication modes: interpersonal, interpretive, and presentational via short stories, poetry, articles, oral presentations, and written exercises.

Philosophy:

World languages provide a vital role in preparing students for life in a dynamic world. We believe in the benefits of language study at each level, up to AP and beyond.

Multicultural Perspectives: Exposure to another language gives students a unique perspective on their native tongue and culture, as well as a better appreciation of world culture.

Higher Achievement: The ability to communicate in multiple languages expands participation in local and world communities. Language study helps prepare students to become leaders without cultural and linguistic restrictions.

Lifelong skills: Our programs are designed to provide students the opportunities to develop core skills and knowledge and the proficiency necessary to apply them in a variety of settings. In order to make these benefits accessible to all learners, we apply modifications and differentiations to content and pacing.

Instructional strategies:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort, setting and achieving goals
- Technology as a tool for measuring growth
- Homework and guided practice
- Nonlinguistic representations
- Graphic organizers
- Feedback and reflections
- Generating and testing hypotheses
- Cues, questions and advance organizers
- Formative and summative assessments

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French Level III Topics:

- expand and deepen level I and II topics
- rights and responsibilities
- vacation and travel
- teen culture
- humanities
- personal finance and the world of work
- shopping and commerce
- ecology

French Level I and II Topics:

- health and fitness
- dining out
- home life and daily routine
- leisure time
- travel and transportation
- classroom objects, school supplies, and commands
- numbers and colors
- days, months, and dates
- seasons and weather
- telling time
- home and leisure activities
- likes and dislikes
- geography of France
- family members
- name and age
- clothing
- places and buildings, including house
- physical and personality description

Student Self-Assessment:

Based upon the **Power Standards, Structures, and Topics** listed here, students should ask themselves. . .

- 1.1 Can I ask and answer a wide variety of questions in French? Can I start a conversation in French? Can I use several strategies to keep conversation going?
- 1.2 Can I understand what I hear and read?
- 1.3 Can I present detailed information and opinions with support to others in written and spoken French?
- 2, 4 Can I explain Francophone culture and am I developing insight into my own language and culture through French?
- 3, 4, 5 Can I connect my knowledge of French to other disciplines and am I developing insights into other disciplines through French? Do I participate in wider communities of French language and culture?

World Language Common Assessments

Common assessments are a powerful tool for improving the quality of learning for all students. Common assessments align curriculum and assessment and provide teachers with shared outcomes for instruction and shared knowledge and understanding of what it means to meet a standard. The most powerful impact of common assessments, however, comes from the sharing of student results and determining the effectiveness of instruction. By examining student responses, teachers determine if any student was more or less successful than other students. Probing further, teachers seek to find what they can learn from student successes and what changes, if any, they want to make in their instruction. Through such collaboration, teachers share information, create knowledge, share that knowledge, shape that knowledge into best practices, and pass along the practices to others.

	Overall Organization	Comprehensibility	Level of Discourse	Vocabulary	Language Control
6	<ul style="list-style-type: none"> Superior completion of the task; Ideas well developed and well organized Clear awareness of audience and purpose Above average word count 	<ul style="list-style-type: none"> Text readily comprehensible, requiring no interpretation on the part of the reader Easily understood by a native speaker 	<ul style="list-style-type: none"> Paragraph length discourse variety of cohesive devices Successfully uses more sophisticated, varied sentence patterns Correct in their usage 	<ul style="list-style-type: none"> Rich use of vocabulary Some idiomatic expressions Vivid language May use figurative language and imagery 	<ul style="list-style-type: none"> Control of basic language structures occasional correct use of advanced language structures Very few or no mechanical errors relative to the length or complexity
5	<ul style="list-style-type: none"> Advanced completion of the task Clear awareness of audience and purpose Above average word count 	<ul style="list-style-type: none"> Text comprehensible Logical order (sequenced) Subtle transitions Provides closure Understood by a native speaker 	<ul style="list-style-type: none"> Few errors in structure or usage Moderately successful in using more sophisticated sentence patterns 	<ul style="list-style-type: none"> Effective vocabulary Generally successful in using rich language 	<ul style="list-style-type: none"> Control of basic language structures attempts at use of advanced language structures Few mechanical errors relative to length or complexity
4	<ul style="list-style-type: none"> Completion of the task ideas adequately developed Awareness of audience and purpose average word count 	<ul style="list-style-type: none"> Text comprehensible, requiring minimal interpretation on the part of the reader Minor lapses in order or structure (some breaks in sequencing) Contrived transitions Provides closure Understood by a native speaker 	<ul style="list-style-type: none"> Emerging paragraph length discourse; variety of cohesive devices Attempts to use more sophisticated sentence patterns 	<ul style="list-style-type: none"> Acceptable and accurate use of vocabulary for this level Attempts to use rich language 	<ul style="list-style-type: none"> Control of basic language structures Some mechanical errors that do not interfere with communication
3	<ul style="list-style-type: none"> Partial completion of the task ideas somewhat developed Some awareness of audience and purpose Repetitive or too general below average word count 	<ul style="list-style-type: none"> Text mostly comprehensible, requiring interpretation on the part of the reader Poor transitions Random sequencing Attempts closure Shift in focus Understood by a sympathetic native speaker 	<ul style="list-style-type: none"> Variety of discreet sentences some cohesive devices Errors in structure or usage interfere with meaning Over-reliance on simple or repetitive constructions 	<ul style="list-style-type: none"> Somewhat inadequate and/or inaccurate use of vocabulary Vocabulary too basic for this level 	<ul style="list-style-type: none"> Emerging control of basic language structures Some mechanical errors that do interfere with communication
2	<ul style="list-style-type: none"> Minimal completion of the task Content underdeveloped Poor awareness of audience or purpose Ideas and details are not clear below average word count 	<ul style="list-style-type: none"> Text barely comprehensible Thought patterns are difficult to follow Ideas are not clear or sequenced Resembles free-writing, rambling No closure attempts Barely understood by a sympathetic native speaker 	<ul style="list-style-type: none"> lists of discrete sentences some repetition few cohesive devices No sentence variety Serious errors in structure or usage Too brief to demonstrate variety 	<ul style="list-style-type: none"> Simplistic vocabulary with inappropriate and/or incorrect word choice 	<ul style="list-style-type: none"> Emerging use of basic language structures Noticeable mechanical errors that interfere with communication.
1	<ul style="list-style-type: none"> Not developed Restates topic No awareness of audience or purpose Inappropriate response Too brief to show development 	<ul style="list-style-type: none"> Text incomprehensible So short or muddled that it lacks organization or focus too brief to evaluate 	<ul style="list-style-type: none"> extremely repetitive no cohesive devices too brief to evaluate Riddled with errors in sentence structure at the sentence level 	<ul style="list-style-type: none"> Extremely limited vocabulary Inadequate and or/inaccurate use of vocabulary Riddled with errors in word choice Too brief to evaluate 	<ul style="list-style-type: none"> Complete lack of basic language structures Mechanical errors that seriously interfere with communication too brief to evaluate