

# World Languages

## French

### Grades 10 – 12

### Level III

Level III world languages content standards focus on continuing the development of communicative competence in the target language and on building a deeper understanding of the cultures of those who speak the language. Students are able to use basic language structures with an increased level of accuracy and recombine learned material to express their thoughts. They study more complex features of the language, progressing from concrete to abstract concepts. Upon completion of Level III, a student's proficiency level may range from Intermediate Low to Intermediate Mid.

*Students can:*

#### **Communication**

##### Interpersonal Mode

1. Exchange information on familiar topics with a variety of words, phrases, and simple sentences in a variety of time frames.
  - a. Exchange basic information about self, others, and special interests.
  - b. Ask for and provide information on familiar topics.
  - c. Use language to handle tasks related to personal needs.

##### Interpretive Mode

2. Interpret what is heard, read, or viewed on familiar topics in a variety of time frames.
  - a. Describe main ideas, identify characters, and state details found in a variety of informational and literary texts.
  - b. Use background knowledge to understand spoken and written information in the target language.

##### Presentational Mode

3. Present information on familiar topics in a variety of time frames using varied vocabulary and more complex sentence structure.
  - a. Express needs, wants, and preferences.
  - b. Present information based on topics of interest or personal experiences.
  - c. Give oral presentations using a variety of formats.

#### **Culture**

4. Investigate perspectives through practices of the target cultures.
  - a. Examine how behaviors in the target culture relate to and reflect different types of relationships.
  - b. Interact through role-play in a variety of familiar environments.
  - c. Participate in hands-on activities related to cultural practices.
5. Investigate perspectives through products of the target cultures.
  - a. Explain the importance of products of the target culture.
  - b. Explain arts, crafts, or graphic representations of the target culture.

- c. Explain the cultural elements of music and short video clips.
- d. Listen to, read, and explain the purpose of products from a target culture.

### **Connections**

- 6. Connect with other disciplines while using the target language in a variety of time frames.
  - a. Compare characteristics of countries where target language is spoken.
  - b. Present information on topics across disciplines.
  - c. Describe the importance of influential figures from the target culture, past and present.
- 7. Acquire information related to diverse perspectives in the target culture.
  - a. Compare how current events are reported in target culture and locally.
  - b. Compare advertisements from target culture and local media.

### **Comparisons**

- 8. Compare characteristics of the target language and the native language in a variety of time frames.
  - a. Compare idiomatic expressions of the target language and the native language.
  - b. Compare formal and informal registers of language.
  - c. Compare the use of different time frames in the target and native cultures.
  - d. Make connections between target language and native language based on knowledge of cognates.
- 9. Compare products, practices and perspectives of the target culture and the native culture in a variety of time frames.
  - a. Compare activities and events of the target culture to the native culture.
  - b. Compare cultural practices in the target culture to the native culture.

### **Communities**

- 10. Interact using the target language within the classroom and globally in a variety of time frames.
  - a. Exchange information with speakers of the target language in person or virtually.
  - b. Identify skills necessary to enter different professional fields.
  - c. Simulate interactions that would occur in the target culture.
- 11. Explore opportunities to use the target language beyond the classroom environment in a variety of time frames.
  - a. Investigate authentic materials to learn more about topics studied in class.
  - b. Explore the internet to find authentic websites on current events.
  - c. Plan a school event which promotes the target culture.