

# World Languages

## French

### Grades 10 – 12

#### Level IV

Level IV world languages content standards require students to master complex features of the language and to comprehend more abstract concepts. Students are introduced to a wide variety of texts that employ a greater variety of language as well as cultural references and figures of speech. They are able to understand materials presented on a variety of topics related to contemporary events and issues in the target cultures. Upon completion of Level IV, a student's proficiency level may range from Intermediate Mid to Intermediate High.

*Students can:*

#### **Communication**

##### Interpersonal Mode

1. Communicate and share on familiar and new topics in various time frames and moods.
  - a. Initiate, maintain, and conclude a conversation on various topics.
  - b. Use the target language to communicate about subjects of particular interest to students.
  - c. Use the target language to handle tasks that may contain a complication.

##### Interpretive Mode

2. Interpret, restate, and react to what is heard, read, or viewed on familiar and new topics.
  - a. Give main ideas, supporting details, and justify inferences in selected texts.
  - b. Identify themes, settings, characters, and plot lines found in literary texts.
  - c. Use background knowledge from other disciplines to understand spoken and written information in the target language.

##### Presentational Mode

3. Present information on familiar and new topics in various time frames and aspects using varied vocabulary and more complex sentence structure.
  - a. Express needs, wants and preferences with supporting reasons.
  - b. Present information on academic and work-related topics.
  - c. Present information about common age-appropriate issues.

#### **Culture**

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

## Connections

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

## Comparisons

8. Compare characteristics of the target language and the native language in a variety of time frames and moods.
  - a. Explain idiomatic expressions appropriately.
  - b. Compare and contrast formal and informal registers of language.
9. Compare products, practices, and perspectives of the target culture and the native culture in a variety of time frames and moods.
  - a. Compare and contrast personal experiences of the target culture to the native culture.
  - b. Explain cultural practices in the target culture.
  - c. Compare products 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 and moods.
  - a. Exchange information with speakers of the target language in person or virtually in a variety of time frames and moods.
  - b. Simulate interactions and personal experiences 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 and moods.
  - a. Analyze authentic materials to learn more about topics studied in class.
  - b. Explore the internet to find authentic websites of current events and cultural interests.
  - c. Plan a community event which promotes the target culture.