Unit 1: Leisure time and pasttimes in France

Content Area: **World Languages**
Course(s): **French 4 Honors**
Time Period: **September**
Length: **8 blocks**
Status: **Published**

Transfer Skills

Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.

Enduring Understandings

Studying a foreign language/ culture leads to better understanding and competency with one's native language/ culture

Cultural perspectives are gained by using the language and through experience with it's practices

Traditions vary greatly amongst countries in the Francophone world

Essential Questions

How do the French spend their leisure time?

What values are evident in their past times and leisure activities?

How do French work schedules differ from those in the United States?

How does this influence their leisure time?

How do French families spend their vacation time? What trends are prominent?

How are these concepts communicated through French literature?

Content

STRUCTURE:

Review of past tense verb structures to discuss past experiences

Differentiating between helping verbs in past tense

VOCABULARY:

Chapiter 1 Les Aventures du Petit Nicolas (vacation, travel and leisure vocabulary)

Skills

Practice and employ vocabulary and new linguistic structures/ Build upon acquired grammatical competency

Read critically for short story elements (Les Aventures du Petit Nicholas)

Interpret and understand French novel (Le Petit Prince)

Recall proper usage and conjugations for past tense verb forms

Produce compositions of 3-5 paragraphs

Standards

WL.7.1.IL.A.1	Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes
WL.7.1.IL.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
WL.7.1.IL.A.3	Compare and contrast the use of verbal and non - verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.

WL.7.1.IL.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.IL.A.7	Infer the meaning of a few unfamiliar words in some new contexts.
WL.7.1.IL.A.8	Compare and contrast unique linguistic elements in English and the target language
WL.7.1.IL.B.1	Use digital tools to participate in short conversations and to exchange information related to targeted themes.
WL.7.1.IL.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.IL.B.3	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations
WL.7.1.IL.B.4	Ask and respond to factual and interpretive questions of a personal nature or on school - related topics.
WL.7.1.IL.B.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.IL.C.2	Present student - created and/or authentic short plays, skits, poems, songs, stories, or reports.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.7.1.IL.C.4	Compare and contrast age - and level - appropriate culturally authentic materials orally and in writing.
WL.7.1.IL.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one’s own culture.
WL.7.1.IL.C.6	Summarize requirements for professions/careers that require proficiency in a language other than English based on exploration of the 16 Career Clusters.