# Unit 4: Party Planning

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

## 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

Party planning in the target culture differs greatly from that in my native country

## Essential Questions

How can I become a more competent communicator in French?

How does the target language assist me in better understanding my native language?

What can I already communicate in my new language?

How are French parties different from those in my native country?

## Content

STRUCTURE:

Review of pronoun placement/structure from Discovering French Rouge

Subjunctive verb tense to express wishes, command and opinions

VOCABULARY:

**Parties** (centerpieces, candles, tablecloths, etc)

**Holidays** (origins, beliefs, celebrations, etc)

## Skills

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

Recall forms of the subjunctive tense in order to discuss necessities, wishes and commands

Identify vocabulary relating to holidays and traditions

Compare different foods, venues and entertainment

Describe a party in the past tense

Demonstrate competency when using new expressions with ‘’etre en train de’’

## Resources

Text book, "Discovering French Rouge" Valette and Valette

-Review of pronoun placement/structure from Discovering French Rouge

-Subjunctive verb tense to express wishes, command and opinions

Workbook

Wordreference.com (online dictionary)

Quizlet.com (website to create interactive flashcards, games, and quizzes)

Classzone.com (online textbook)

Google Classroom

Google Slides

Google Docs

Chromebooks

Document Camera

YouTube

Maps

Twitter

Student Notebooks

## Standards

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| 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 |

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| | 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. |