Chapitre 5: Une journée typique

Content Area: **World Language**
Course(s): **French 3CP**
Time Period: **Semester 2**
Length: **7 weeks**
Status: **Published**

Standards

7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
7.1.IL.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Enduring Understandings

1. Customs, traditions, and daily routine vary from country to country and is impacted by culture. ***FL.IH.7.1.IL.IPRET*** *- Interpretive Mode of Communication- [Core Idea] - Learning a*

language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.

2. Being able to talk about your daily routine helps you improve your social skills and engage people in conversation. ***FL.IH.7.1.IL.IPERS*** *- Interpersonal Mode of Communication- [Core Idea] - Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.*

3. Studying grammatical structures in a second language, forces you to examine your own language and make comparisons and contrasts. ***FL.IL.7.1.IH.IPRET*** *- Interpretive Mode of Communication- [Core Idea] - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.*

Essential Questions

1. How does our daily routine in the United States compare to the daily routine of a young person living in France?

2. How does your routine during the week compare to your routine during the weekend?

3. How does a student develop grammatical accuracy and consistency in the target language?

Knowledge and Skills

The Performance Expectations for this unit are:

INTERPERSONAL MODE

- engage in the oral exchange of information, options, and ideas in a variety of time frames in formal and informal situations. FL.AL.7.1.AL.IPERS.1
- engage in the oral exchange of information and to clarify meaning by using a variety of strategies. FL.AL.7.1.AL.IPERS.2
- state and support opinions in oral interactions. FL.AL.7.1.AL.IPERS.3
- use a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.IPERS.5

PRESENTATIONAL MODE

- engage in the written exchange of information, opinions, and ideas in a variety of frames in formal and informal situations. FL.AL.7.1.AL.PRSNT.2
- write formal and informal correspondence in a variety of media using appropriate formats and

conventions FL.AL.7.1.AL.PRSNT.3
- uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics. FL.AL.7.1.AL.PRSNT.4
- self-monitor and adjust language production. FL.AL.7.1.AL.PRSNT.35

INTERPRETIVE MODE

- demonstrate comprehension of content from authentic audio, audiovisual, and visual resources. FL.AL.7.1.AL.IPRET.2
- demonstrate comprehension of a variety of vocabulary, including idiomatic and culturally authentic expressions. FL.AL.7.1.AL.IPRET.1
- identify the distinguishing features of authentic audio, visual, and audiovisual resources. FL.AL.7.1.AL.IPRET.3
- demonstrate and understand the features of target cultures and communities. FL.AL.7.1.AL.IPRET.4

Transfer Goals

Students will be able to independently use their language to communicate effectively in the target language while comparing and contrasting their daily routine with the daily routine of a person living in a French Speaking Country.

Students will be able to demonstrate a sensitivity to culture and context.

Students will be able to communicate effectively in various real-world situations with diverse audiences in diverse environments.

Resources

- Bien Dit Level 2 Textbook
- Bien Dit Level 2 Workbook
- Authentic videos/ video clips from various websites
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- PowerPoints to introduce vocabulary/grammar concepts

Assessments

https://docs.google.com/document/d/1lo2AIasvf4HI9gJfGI60hDv57y4d5XKz4Hmy8MukXIQ/edit

Modifications

https://docs.google.com/document/d/1cUIE1QRfV7jJNjgU2NdcW1x91UAyDENe/edit