

01 Les vacances

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **15 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

French 4H is a course for students who have a solid foundation of French vocabulary and grammar and are interested in becoming more fluent in the target language through immersion and exposure to Francophone cultures. Through a total immersion teaching/learning environment, students usually start at an Intermediate-low level of proficiency and are expected to gradually reach a level of Intermediate-high.

In order to succeed, students are expected to come to class prepared, ask questions, be willing to contribute to classroom discussions and take risks in a safe and respectful learning environment where every student can progress. A positive attitude is a must-have. Expectations are high but students are provided on a regular basis with positive feedback, constructive criticism, support and extra-help.

Beside learning to communicate in French, students will learn about Francophone cultures around the world with an emphasis on specific countries, become open-minded to cultural differences in general and respectful of any culture. This course teaches essential skills for students to become well-rounded 21st century global citizens.

This course is a pre-requisite for French 5AP and therefore introduces students to all 7 types of assessments that are components of the College Board "French Language and Culture" AP Exam.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- Francophone countries differ geographically and historically, therefore appealing to all types of tourists for different reasons.
- Vacationing differs from one country to another
- Correct grammar usage facilitates communication.

CONTENT AREA STANDARDS

WL.7.1.IM.A.2	Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses.
WL.7.1.IM.A.4	Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities.

WL.7.1.IM.A.5	Comprehend conversations and written information on a variety of familiar and some unfamiliar topics.
WL.7.1.IM.A.7	Infer the meaning of some unfamiliar words in some new contexts.
WL.7.1.IM.A.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
WL.7.1.IM.A.L.1.a	Identify the main idea and some supporting details when reading.
WL.7.1.IM.A.L.1.b	Understand the gist and some supporting details of conversations dealing with everyday life.
WL.7.1.IM.A.L.1.c	Infer the meaning of some unfamiliar words when used in familiar contexts.
WL.7.1.IM.B.1	Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics.
WL.7.1.IM.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 in familiar and some unfamiliar situations.
WL.7.1.IM.B.4	Ask and respond to factual and interpretive questions of a personal nature, on school - related topics, and on some unfamiliar topics and situations.
WL.7.1.IM.B.5	Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
WL.7.1.IM.B.L.1.a	Ask and answer questions related to everyday life.
WL.7.1.IM.B.L.1.b	Handle simple transactions related to everyday life:
WL.7.1.IM.C.1	Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.IM.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
WL.7.1.IM.C.4	Synthesize information found in age - and level - appropriate culturally authentic materials.
WL.7.1.IM.C.5	Compare cultural perspectives of the target culture(s) with those of one's own culture as evidenced through their cultural products and cultural practices.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECH.8.1.12.A.CS1

Understand and use technology systems.

TECH.8.1.12.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know that:

- Francophone countries have a lot to offer to tourists, particularly to Francophile students.
- The French people have different vacationing habits than the Americans.
- The major past tense in French to express what people did or what happened is the Passe-Compose
- The Subjunctive mood (in this case, the present tense) is required to express what one person is obligated to do (in this unit, using impersonal expressions such as "il faut que"

Procedural Knowledge

Students will be able to:

- Locate Francophone countries on a world map
- List a few things that specific francophone countries have to offer to tourists and francophile students
- Explain which Francophone country they would visit
- Explain how the French tend to spend their vacations.
- Explain orally through a Google Slide presentation what they did during their Summer vacations and answer questions from their classmates
- Use the Passe-Compose with Avoir or Etre to express past actions.
- Conjugate regular verbs in the Subjunctive present tense.
- Express what people need to do when traveling abroad using "il faut que" + Subjunctive

EVIDENCE OF LEARNING

Alternate Assessments

- Cultural Comparisons
- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

Benchmark Assessments

Eculastic Assessments

Formative Assessments

- Various homework assignments
- Class discussions, various in-class assignments (including reading and listening comprehension, short writing prompts, oral questions/answers), observations and questions/answers
- Quizzes (vocabulary, specific grammatical points)

Summative Assessments

- Oral presentation
- Chapter test (includes all four components of language learning: reading and listening comprehension,

writing and speaking)

RESOURCES (Instructional, Supplemental, Intervention Materials)

- Bon Voyage 3, chapter 1
- Authentic videos on specific targeted Francophone countries (Youtube)
- Online grammatical tutorials (pages/videos)
- Extra grammar pages from other in-class resources
- Quizlet

INTERDISCIPLINARY CONNECTIONS

Social Studies : Topography, Cultural Awareness

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.