

# 02-Les loisirs

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

## **General Overview, Course Description or Course Philosophy**

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See unit 01

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- Free time vary from one culture to another
- Free time has increased in our society, creating an entire new industry
- Free time can be utilized in many different ways
- Correct grammar usage facilitates communication.

## **CONTENT AREA STANDARDS**

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WL.7.1.IM.A.1	Compare and contrast information (e.g. the main idea, theme, main characters, and setting) in texts from age - and level - appropriate, culturally authentic materials found in electronic information and other sources related to targeted themes.
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.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.2	Dramatize student - created and/or authentic short plays, skits, poems, songs, stories, or reports
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.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)**

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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.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
TECH.8.2.12.B.CS3	The role of society in the development and use of technology.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- people can use their increasing free time for self-improvement and enrichment or/and to help others or a greater cause

- French and French-Canadian people have specific cultural activities they enjoy doing during their free time
- questions can be asked in three different ways depending on the level of speech and content.
- negative expressions are made of two elements.
- the Imperfect (Imparfait) is used to express what used to be
- the Subjunctive mood is used to express what people want others to do whereas the infinitive is used to express what people want to do.

## **Procedural Knowledge**

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Students will be able to:

- demonstrate comprehension of how the increase of free time is changing the way we live
- give examples of what people can do during their free time based on personal likes and dislikes, needs and goals
- identify specific French and French-canadian cultural activities
- explain and justify what they enjoy doing during their free time
- compare/contrast what Francophone people enjoy doing during their free time compared to the Americans.
- ask questions in different formats.
- express what people used to do using the Imparfait.
- conjugate regular and irregular verbs in the present of the subjunctive to express what people want others to do.
- choose between the infinitive vs. the subjunctive mood to express what people's desires and wishes.

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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Edulastic Assessments

### **Alternate Assessments**

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- Cultural Comparisons
- Oral Presentations
- Multimedia Presentations
- Student Dramatizations

- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences

## **Formative Assessments**

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- 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**

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

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- 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**

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- Social Studies: Anthropology
- Language Arts: Information writing

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.