

# 08-Le Patrimoine

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **10-15 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

- each country has its own heritage or "patrimoine" made of natural resources as well as its people creations.
- people are responsible to preserve natural and cultural heritages to pass down to future generations
- correct grammar usage facilitates communication.

## **CONTENT AREA STANDARDS**

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WL.7.1.IH.A.2	Demonstrate comprehension of spoken and written language as expressed by speakers of the target language in formal and informal settings, through appropriate responses.
WL.7.1.IH.A.5	Synthesize information from oral and written discourse dealing with a variety of topics.
WL.7.1.IH.A.7	Infer the meaning of some unfamiliar words and phrases in new formal and informal contexts.
WL.7.1.IH.A.8	Analyze structures of the target language and comparable linguistic structures in English.
WL.7.1.IH.A.L.1.b	Synthesize written and oral text.
WL.7.1.IH.A.L.1.c	Identify most supporting details in written and oral text.
WL.7.1.IH.A.L.1.d	Infer meaning of unfamiliar words in new contexts.
WL.7.1.IH.A.L.1.f	Identify some cultural perspectives.
WL.7.1.IH.B.1	Use digital tools to participate in extended conversations using a variety of timeframes to exchange information
WL.7.1.IH.B.2	Give, respond to, and ask for clarification on detailed oral and written directions, commands, and requests.
WL.7.1.IH.B.4	Ask and respond to questions as part of a group discussion of topics and situations of a personal, academic, or social nature.
WL.7.1.IH.B.5	Engage in oral and/or written discourse in a variety of timeframes on topics of personal or social interest or on topics studied in other content areas.
WL.7.1.IH.B.L.1.b	Identify some cultural perspectives.

WL.7.1.IH.B.L.1.c	Narrate and describe across a wide - range of topics.
WL.7.1.IH.B.L.1.d	Compare and contrast.
WL.7.1.IH.B.L.1.e	Offer and support opinions.
WL.7.1.IH.C.2	Create and perform stories, poems, short plays, or oral reports based on personal experiences and/or that reflect cultural perspectives associated with the target culture(s).
WL.7.1.IH.C.3	Use language creatively in writing for a variety of purposes.
WL.7.1.IH.C.5	Explain cultural perspectives associated with the target culture(s), as evidenced by the cultural products and cultural practices associated with the target culture(s), and compare these perspectives with those of one's own culture.
WL.7.1.IH.C.L.1.b	Identify some cultural perspectives.
WL.7.1.IH.C.L.1.c	Narrate and describe across a wide - range of topics.
WL.7.1.IH.C.L.1.d	Compare and contrast.

## **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.W.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.

## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand that:

- France's geography has much to offer in natural beauty and natural resources.
- France's architecture has evolved overtime
- France's artists have left a legacy to future generations worldwide
- French people are protective of their own language and traditions
- relative pronouns are impacted by other grammatical elements
- past actions can be expressed in sequential order.
- the gerund can be used to express simultaneous actions
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## **Procedural Knowledge**

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Students will be able to:

- identify some French touristic natural sites.
- demonstrate comprehension of how the French landscape has evolved overtime.
- narrate and describe the legacy of a few specific French artists.
- give examples of how the French are protective of their language and traditions.
- compare and contrast French cultural heritage to the American cultural heritage
- offer opinion about why it is important to preserve a country cultural and natural heritage.
- use complex relative pronouns to connect clauses.
- use the Futur Anterieur to express what will have been done before an actual future action or event.
- use the gerund to express simultaneous actions.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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

## **Benchmark Assessments**

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Educational Assessments

## **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)
- Pre-AP tasks (email reply, persuasive essay, simulated conversation, cultural comparison, reading and listening comprehension multiple-choice tasks)

## **Summative Assessments**

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- Oral presentation (multi-media)
- 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, Ethics and Historical Research
- Technology/Multimedia: Informational Presentation

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.