

03-Les jeunes

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

General Overview, Course Description or Course Philosophy

See Unit 01

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- young people have their own culture as a group
- young people are a country's future
- correct grammar usage facilitates communication.

CONTENT AREA STANDARDS

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.B.L.1.a	Ask and answer questions 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.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know that:

- young people form a powerful socio-economic group within a society with its own language, hobbies, needs and ideology.
- the Passe-Compose and the Imparfait are needed to communicate about past events.
- people and things can be compared in various ways using the Comparative or the Superlative
- the subjunctive mood is required to express how people are feeling about external circumstances or events.
- the subjunctive mood also has a past tense.

Procedural Knowledge

Students will be able to:

- Explain who the French youth is as a sub-group
- Compare/Contrast French youth to American youth
- Narrate and explain what a typical week for a French high-schooler is like
- Identify some unique ways young people communicate
- Analyze how commercials target young people
- Identify Francophone pop artists the French youth listen to
- Engage in conversation about what their life is like today and how they foresee it to be in ten years
- Talk and write about past actions and events using the Passe-Compose and the Imparfait together
- Compare people and things using the Comparative and the Superlative
- Conjugate the Past Subjunctive
- Use the Subjunctive mood (present or past) to express how people are feeling about external circumstances or events
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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 (multi-media)
- 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: Anthropology, psychology, social relationship among people
- Visual/Performing Arts: music appreciation
- Technology/Multimedia: ethical use

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.