

# 05-La Francophonie

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **15-20 days**  
Status: **Published**

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

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See Unit 01

## **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.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
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.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.

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

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Students will understand that:

- french colonization has impacted Western African countries in many ways and continue to do so.
- african cultures have their own history, religions and traditions
- the Francophonie is an organization that seeks to have all Francophone countries play a major role in the 21st century global economy.
- 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.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
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.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.a	Infer meaning of unfamiliar words in new contexts.
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.C.1	Explain and compare how a cultural perspective led to the development of a cultural product or cultural practice in the target culture(s) and in one's own culture, through a multimedia - rich presentation to be shared virtually with a target language audience.
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.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.

## STUDENT LEARNING TARGETS

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### Declarative Knowledge

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Students will know that:

- many African countries have been colonized by the French but gained their independence back.
- the French language is a tool Francophone African people choose to continue to use to have a larger

impact.

- francophone African cultures are rich and diversified.
- how important the Francophonie Organization is on many levels.
- pronouns can be used to refer to previously mentioned places.
- the Futur Simple and the Conditional are needed to express conditions in the future.
- the subjunctive mood is needed to express doubts.

## **Procedural Knowledge**

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Students will be able to:

- identify and locate Francophone African countries on a map.
- briefly explain how colonization have impacted specific African cultures.
- narrate and describe key common elements of traditional African culture.
- discuss Francophone African traditional cultural elements to theirs.
- explain the role of the Francophonie.
- use the pronoun "y" to refer too previously mentioned places.
- conjugate and use the Futur Simple and the Conditional Present to express condtions in the future using "si"
- Express doubts using the subjunctive mood.

## **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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### **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
- 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 and topography
- Technology/Multimedia: Informational Presentation

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.