

# 02\_ La routine quotidienne\_Daily Routines

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

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

After a brief review of previously acquired skills and knowledge at the middle-school level, French 2 Honors aims to develop students' listening, speaking, reading and writing skills. New grammar and vocabulary are introduced and reinforced in oral and written exercise in a close to total immersion environment. Listening and speaking are continued in classroom situations, conversations, original presentations, and the use of authentic recorded materials. The French language is used extensively in all activities and students in French 2 Honors are expected to be able to communicate and interact in the target language during class time.

The goal of this class is not only to improve students' communications skills in the French language but also to instate in students respect and understanding of other cultures as well as an interest in exploring their world. Students are expected to be able to compare and contrast elements of Francophone cultures to their own. Students are introduced to French songs, movies and literature selections throughout the year. Students are exposed to Francophone cultures through reading and authentic digital resources.

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

*Students will understand that:*

- daily routines and practices can differ from one country to another.
- products' brands may differ from one country to another due to local entrepreneurship and culture.
- grammar is essential to proper communication.

*Essential Questions:*

- How can I discuss my daily routine in French?
- What products or brands are popular in France that are different from the United States?

**Diversity and Inclusion**

- Awareness of diversity & inclusion issues as relating to immigration, history, visual and performing arts, literature, climate, subject area content, population where appropriate in the content area.
- Awareness of political, economic, and social contributions, inclusive of all people, where appropriate

to the content area.

## Climate Change

Awareness of climate change in the target language areas of the world, immigration effects on the target culture and the students' own cultures, population trends in the target culture(s) and the students' own cultures.

## CONTENT AREA STANDARDS

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WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

## 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.

WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.7	Plan education and career paths aligned to personal goals.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- daily routines and practices can differ from one country to another.
- products' brands may differ from one country to another due to local entrepreneurship and culture.
- grammar is essential to proper communication.

### **Procedural Knowledge**

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Students will be able to:

- describe personal grooming habits.
- talk about their daily routine and describe some things they do for themselves.
- identify vocabulary needed to talk about AM and PM routines.
- use reflexive verbs in the present tense and in the infinitive form.
- compare products used for daily hygiene from a Francophone country to the US.
- converse about the importance of fashion in France.
- tell and write about a specific French cosmetic and fashion brand.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

### **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations

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

## **Benchmark Assessments**

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Eduastic Assessments

## **Formative Assessments**

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1. Vocabulary quiz: students identify and label body parts, grooming items and clothing
2. Grammar quiz: : students use Reflexive verbs to write about actions they do for themselves on regular basis.
3. Digital writing activity: Create a Google Slide presentation, Ma Routine Quotidienne-- to describe their daily routine to a Francophone student on a typical school day.
4. Small group activity: Talk about AM and PM routine and ask each other questions.
5. Online activity: Using tablets, “shop” on a French-canadian website for ítems needed for your morning and evening routines (list provided).

## **Summative Assessments**

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1. Chapter test: students will write, read about answer oral comprehension questions about their daily routine as well as Francophone people’s daily routines.
2. Oral Quiz: students answer personal questions on topic using handheld recorders

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

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- Bon Voyage 1 (Chapter 12), textbook and workbook
- Smart Notebook Notes
- <https://www1.pharmaprix.ca/fr/beauty?lang=fr>
- Instruction includes all kind of material/resources for various types of learners
- <https://www.youtube.com/watch?v=IacjiYGj9l4&index=8&list=PLpYg4FiDGIKKX7fLnD-7lIssSPVjmBuav&t=0s>
- Students are grouped together (same or mixed ability/ies) for specific activities
- Extra hand-outs and digital resources are provided on individual basis as needed  
(Assessments are modified according to 504s and IEPs providing word banks, asking to answer using bullet points vs full sentences, providing instructions in English, chunking long assessments into shorter sections, etc.)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts - Information Writing, Language Acquisition

Science - Healthy (hygiene)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

