

# 02-L'Homme en Bleu (short story)

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

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

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After a brief review of previously acquired skills and knowledge acquired in French 2CP or Honors, this course aims to further develop students' listening, speaking, reading and writing skills in the target language. New grammar and vocabulary are introduced and reinforced in oral and written exercises. Listening and speaking activities are included in classroom situations, conversations, original presentations, and the use of authentic recorded materials. The French language is used extensively throughout the course with a higher level of immersion in the Honors level.

The goal of this class is not only to improve students' communications skills in the French language but also to instill in students respect and understanding of other cultures as well as an interest in exploring their world. Students are introduced to French songs, movies and short literature selections throughout the year. Students learn and research Francophone cultures through reading and digital resources.

A good work ethic, daily study habits, willingness to learn and a positive attitude are key to students' success.

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

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- Reading improves language skills
- When reading a novel or short story in a target language, you don't have to understand every single word to follow the plot and development.
- Object pronouns are essential to avoid repetitions in communication.
- Grammar and vocabulary in context helps internalize previously learned material.

## **CONTENT AREA STANDARDS**

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WL.II.7.1.II.IPERS.1

Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.

WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
WL.IL.7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

## **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.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.10a	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.L.9-10.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that

- reading improves language skills.
- object pronouns are extremely useful to avoid repetitions.
- grammar is essential to proper communication.

## **Procedural Knowledge**

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Students will be able to:

- provide information in writing about what happens in a story.
- respond to questions about what happens in a story.
- restate and describe what happens in various parts of a story.
- compare and contrast different types of object pronouns.
- infer the meaning of new words in a story.
- use language creatively to create a different ending to a story or give a character's perspective on the events.
- combine and recombine learned language to create a different ending to a story or give a character's perspective on the events.

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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Edulastic Assessments

### **Alternate Assessments**

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

### **Formative Assessments**

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- Oral and written class activities (individually, in pairs and in small groups)
- Class participation
- Homework
- Quizzes
- Online activities

### **Summative Assessments**

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- Oral and written assignments
- Vocabulary and Grammar quizzes
- Chapter test

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

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- Short story: L'homme en bleu (pdf)
- Online resources (public, such as Youtube tutorials or video, Quizlet, newsarticle, blogs, etc.)
- Teacher's material/notes

### **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts (Language acquisition)  
Career Readiness (Literary responses (critical))

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

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See link to Accommodations & Modifications document in course folder.

#### **French 3 Honors:**

- Ask questions about a story.
- Use language creatively to write a follow up task using detailed sentences.
- Critique an actual story (plot, genre, etc.) as well as any benefit reading it (educational purposes).
- Use two pronouns together to refer to people, things or places.

