

# 04-Traditions and holidays

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **15 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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- People celebrate various holidays around the world.
- Holidays and traditions vary with people's religion.
- Holidays and traditions vary with local history and culture.
- Social gatherings, food and clothing are essential components to holidays and traditions.
- Each country has a national anthem and symbols.

## **CONTENT AREA STANDARDS**

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| WL.IL.7.1.IL.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.IPERS.2 | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.   |
| WL.IL.7.1.IL.IPERS.5 | Engage in short conversations about personal experiences or events and/or topics studied   |

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|                      | in other content areas.   |
| 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.2 | React to a series of oral and written instructions connected to daily life.   |
| 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.1 | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.  |
| WL.IL.7.1.IL.PRSNT.2 | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.   |

## **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.

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|------------------|--|
| 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.9-10.2.C    | Spell correctly.   |
| TECH.9.4.8.TL.3  | Select appropriate tools to organize and present information digitally.  |
| TECH.9.4.8.GCA.1 | Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).   |

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that

- families celebrate various holidays around the year depending on their religion and culture.
- location impacts what people celebrate and how.

- food is essential to celebrations and holidays.
- understanding and respecting one's culture is key to global harmony.
- grammar is essential to proper communication.

## **Procedural Knowledge**

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Students will be able to:

- provide information in writing about how French and American people celebrate specific holidays.
- respond to questions about the end of the year holidays both in France and in the US.
- engage in short conversation about how students celebrate the holidays.
- use the Near Future to express what people are going to do.
- label French national symbols.
- infer the meaning of new words in reading online material about specific end of the year holidays and traditions.
- use relative pronouns "qui" and "que" to give details about someone or something in a relative clause.
- combine and recombine learned language with specific vocabulary to talk about how students will celebrate the end of the year holidays in an oral presentation that is to be shared with a target language audience.

## **EVIDENCE OF LEARNING**

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### **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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Edulastic assessments

## **Formative Assessments**

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

## **Summative Assessments**

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- Oral and written assignments
- Quizzes
- Chapter tests
- Oral multimedia presentation

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

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- Bon Voyage 2
- D'accord 2
- Online resources (public, such as Youtube tutorials or video, Quizlet, newsarticle, blogs, etc.)
- Teacher's material/notes

## **INTERDISCIPLINARY CONNECTIONS**

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Social Studies (anthropology)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

### **French 3 Honors:**

- Ask questions about how people celebrate the holidays
- Use language creatively to write and talk in details about their family traditions
- Associate key vocabulary to specific holidays

- Compare and contrast how the French and the American celebrate the end of the year holidays.