

09-Work

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

General Overview, Course Description or Course Philosophy

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

- People have to work to make a living
- Education has a direct impact of the work people perform.
- Work availability and job description differ with geography.
- Governments provide training and unemployment compensation to their citizens.

CONTENT AREA STANDARDS

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 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.
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)

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.L.9-10.2.C	Spell correctly.
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.)
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally. Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand that

- people must work to make a living
- people need an education and/or training to work
- there are all kind of jobs for different level of education and various types of personalities
- higher salaries often come with higher education and higher responsibilities
- impersonal expression in French require the use of the subjunctive.
- grammar is essential to proper communication

Procedural Knowledge

Students will be able to:

- use language creatively to describe different types of jobs.
- respond to questions about what their family members do for work.
- engage in short conversation about types of jobs they would like to do or not.
- infer the meaning of new words in reading and online material about specific jobs in France.
- combine and recombine learned language to write about how they foresee what their life will be like in the future (time frame to be specified)
- provide information in writing about options people looking for a job have in France.
- use specific impersonal expressions requiring the (present of the) Subjunctive.

EVIDENCE OF LEARNING

Alternate Assessments

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

Benchmark Assessments

EduLastic Assessments

Formative Assessments

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

Summative Assessments

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

RESOURCES (Instructional, Supplemental, Intervention Materials)

- 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

Social Studies (social relationship among people)

Career Readiness (Applicable career options are discussed as they arise throughout the course; career options include but are not limited to business, journalism, education, psychology, social work, politics, research and art.)

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

French 3 Honors:

- Ask questions about jobs family members do.

- Use language creatively to write and talk in details about what they would like to do in the future.
- Identify when to use the subjunctive vs the indicative.