

# 08-School system

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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- Children have to go to school to get an education.
- Most countries offer K-12 public education to their citizens.
- School systems differ from one country to another.
- Education has a direct impact on people's life.

## **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 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)**

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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.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.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.
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**

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### **Declarative Knowledge**

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Students will understand that

- children are obligated by law to go to school.
- public schools are free.
- school systems differ from one country to another
- education is essential.
- the Subjunctive is a mood, not a tense, used under specific linguistic conditions.
- grammar is essential to proper communication

## **Procedural Knowledge**

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Students will be able to:

- use language creatively to describe what a week for them at school looks like.
- provide information in writing about the French public school system.
- respond to questions about a typical day at school.
- engage in short conversation about different aspects of school.
- infer the meaning of new words in reading and online material about the French school system.
- combine and recombine learned language to talk about what a week would be like for them if they were going to school in France instead of in the US.
- use the Subjunctive to express a necessity with an impersonal expression ("il faut que"...)

## **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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Educational 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 (public policy)

English/Language arts (information writing)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

### **French 3 Honors:**

- Ask questions about a student's day at school
- Use language creatively to write and talk in details about the French school system.
- Associate French school system grades to US ones.
- Express what they like or don't like about the French public school system and justify their opinion