

# 07-City vs Countryside

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **25 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 live in an urban environment or a rural one.
- Both living environments have their respective advantages and disadvantages.
- Where people live impacts their life in many ways.

## **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.II.7.1.II.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.II.7.1.II.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
WL.II.7.1.II.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.)
PFL.9.1.8.PB.2	Explain how different circumstances can affect one’s personal budget.
TECH.9.4.8.CI.2	Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that

- people live in cities and their suburbs or in rural areas.
- any living environment has its specific advantages and disadvantages.
- where people live impacts people's lifestyle.
- the Conditional expresses what people would do given certain circumstances.

- grammar is essential to proper communication

## **Procedural Knowledge**

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Students will be able to:

- provide information in writing about the environment people live in.
- respond to questions about advantages and disadvantages of living in a specific area.
- engage in short conversation about where they live.
- compare and contrast living in a city vs. living in the countryside
- infer the meaning of new words in reading and in online material about living in a city and/or in the countryside.
- combine and recombine learned language to write about what their life would be in the environment of their choice.
- Use the conditional tense to express what would be given certain circumstances.
- Use interrogative and demonstrative pronouns to clarify communication.

## **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)

Science and Health (geoscience)

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

### **French 3 Honors:**

- Ask questions about where people live
- Use language creatively to write in details about advantages and disadvantages of living in a city vs the countryside.
- Associate urban and rural living environments to specific French areas.
- Use the Conditionnel and the Imparfait together in a paragraph setting to write about what they would

do if they lived in the city or in the countryside.