# 06-Technology

Content Area:     **World Language**
Course(s):
Time Period:      **Full Year**
Length:           **25 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 instaure 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 use technology on daily basis.
- Technology facilitates people's work and daily life.
- Technology evolves quickly.

## 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). |
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| 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.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.) |
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| LA.L.9-10.2.C | Spell correctly. |
| 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.CT | Critical Thinking and Problem-solving |
| 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

- families use all kind of technology on a daily basis.
- technology evolves quickly.
- computer literacy is essential for 21st century global citizens.
- cars are an essential mean of transportation for people.
- driving rules may differ from one country to another.
- the Futur Simple is used to express what will be.
- grammar is essential to proper communication.

## Procedural Knowledge

Students will be able to:

- use language creatively to describe how technology is used on a daily basis.
- provide information in writing about the use of  technology at home.
- engage in short conversation about their own usage of technology.
- use the Futur Simple to express what people will do.
- compare and contrast the Near Future and the Futur Simple.
- infer the meaning of new words in reading and online material about use of technology in France.
- infer the meaning of new words in reading and online material about French cars.
- combine and recombine learned language to talk about what students will do (Futur Simple) once they get their license.
- Use interrogative and demonstrative adjectives to ask for clarification.

## EVIDENCE OF LEARNING

## Benchmark Assessments

Edulastic Assessments

## Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics

- Teacher/Student Conferences

## 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 (current events)
English/Language arts (information writing)

## ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

**French 3 Honors:**

- <u>Ask</u> questions about people's use of technology at home.
- Use the Present and the Futur Simple <u>together</u> in a paragraph sentence to express what they will do given specific circumstances.