

# 05\_LA METEO: The Weather

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **20-25 days**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

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The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

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Students will understand that:

- weather plays an important role in determining one's activities, likes and dislikes.
- climate change has worldwide implications on culture, the economy and health.

Essential Questions:

- How does weather impact aspects of my life?
- What can an understanding of weather do for me?
- Why is weather an important topic?
- What are weather cycles like abroad?

## CONTENT AREA STANDARDS

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WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable

	culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

## **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.

VA.6-8.1.5.8.Cr1a	Conceptualize early stages of the creative process, including applying methods to overcome creative blocks or take creative risks, and document the processes in traditional or new media.
LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
VA.6-8.1.5.8.Cr1b	Develop criteria, identify goals and collaboratively investigate an aspect of present-day life, using contemporary practice of art or design.
LA.RI.6.1	Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
LA.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

## **STUDENT LEARNING TARGETS**

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Students will know:

- that aspects of weather and geography are linked; these can be researched in many ways .
- that insight into France's culture can happen through the study of weather and its implications.
- that the understanding of culture can occur through the lens of weather comparisons of francophone

countries and one's own .

- that French can be used to expand knowledge and to connect with other disciplines (science, social concerns, civic responsibilities).

## **Declarative Knowledge**

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Students will understand that:

- many countries around the world use Celsius temperatures.
- challenges posed by weather conditions are faced all over the world.
- activities are determined often by weather and geography.
- many weather conditions are described in French using expressions with "il fait...".

## **Procedural Knowledge**

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Students will be able to:

- ask questions about the weather and respond.
- say and spell weather descriptions.
- detect/ identify different cities, seasons, temperatures.
- list appropriate weather conditions per season/ city.
- ascertain the main idea from an authentic weather station video.

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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Educational Assessments

### **Alternate Assessments**

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- Oral Presentations
- Multimedia Presentations
- Student Dramatizations

- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

## **Formative Assessments**

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- teacher observations
- finger checks
- think/pair/share work
- student back to back chats
- presentational communications
- use of recorders
- applicable games (info gap)
- content based video clips/ feedback
- exit tickets / index (color) cards
- charades/ drawings

## **Summative Assessments**

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- Quizzes
- Role-Play situations
- Written, aural, oral assessments
- Rubrics for presentations, projects, speaking proficiency
- Project: Pictionary of Weather; Interpretive Assessment from French newspaper/ weatherman video
- Comprehension questions about brother and sister activities (Céline et Philippe...)

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

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Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites

Workbooks, readings, Astrapi article on climate change & pollution

D'Accord series, grammar tutorials

Smartboard, dry erase boards

Canadian workbook: FrenchSmart

Weather sections of French/ francophone newspapers

## **INTERDISCIPLINARY CONNECTIONS**

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Science & Health: integrate information expressed in words in a text, compare and contrast information from multimedia sources, Geoscience

Social Studies: current events, public policy

Science: environmental literacy

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.