

# 04\_MES AMIS & MES ACTIVITES: Fun with my Friends

Content Area: **World Language**

Course(s):

Time Period: **Full Year**

Length: **25-30 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:

- there is a variety of activities, which are similar to mine, in a French student's life which may reflect one's personality and one's culture.
- a well-rounded lifestyle, through a variety of activities, may enhance one's quality of life.
- adjectives are different in French in that they agree in gender and number with the noun(s) they modify.

Essential Questions:

- How do my choices of activities shape my future friendships, career decisions, and "life path?"
- How do elements of cinema, sports, music, performing arts and leisure activities reveal culture?
- Do the people of a country "choose" leisure activities? What do your activities say about you?
- What are my observations about descriptions of my friends? How does describing their character and personality differ from describing their physical attributes?
- How are my friends and I most alike? How are we different?

## **CONTENT AREA STANDARDS**

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WL.NM.7.1.NM.IPERS.1

Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.

WL.NM.7.1.NM.IPERS.3

Express one's own and react to others' basic preferences and/or feelings using

	memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
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.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
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.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

## **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.RL.6.3	Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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.
LA.W.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
HE.6-8.2.1.8.PGD.4	Analyze the relationship between healthy behaviors and personal health.

## **STUDENT LEARNING TARGETS**

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Students will know:

- how to identify cognates when reading authentic text to gain information about free-time activities.

- how to discuss and write about fun activities e.g. cinema, sports, music, playing instruments.
- how to discuss preferences and examine cultural differences regarding leisure activities.
- how to describe one's friends.

## **Declarative Knowledge**

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Students will understand that:

- verbs must be conjugated, put in their forms, according to the subject of a sentence.
- verb endings must match their subject/ subject pronouns (singular v. plural).
- adjectives may describe character and physical appearance, and they must "agree" with their noun(s) in number and gender.
- proper names and nouns can be "replaced" by pronouns.
- negation is created using specific words and placement.

## **Procedural Knowledge**

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Students will be able to:

- describe daily activities with detail (when, where, how).
- analyze the advantages and disadvantages of certain actions.
- determine a person's point of view or possible outcome within a storyline.
- use a variety of actions words to create an original story.

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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Edulastic 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
- charades of action words and descriptions, Around the World
- Magic bag and dry erase boards for new vocabulary
- think/pair/share work
- student back to back chats
- Socratic circle/ who am I? (Qui suis-je?)
- surveys with descriptions of Walt Disney characters / Asterix characters
- presentational communications
- use of recorders
- applicable games (info gap)
- content based video clips/ feedback
- exit tickets / index (color) cards

## **Summative Assessments**

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- Quizzes
- Role-Play situations: The Babysitter is Lost (describe the sitter who got lost at amusement park)
- Venn diagram completion (masculine, feminine and invariable adjectives)
- Written, aural, oral assessments

- Rubrics for presentations, projects, speaking proficiency
- Project: Voici Pierre (booklet describing typical activities, friends, leisure time)

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

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Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites

Adjective pages of descriptions for "Dream Date" (Discovering French)

Adjectives found in French Horoscopes

Workbooks, readings, Astrapi

D'Accord series, grammar tutorials, tutorial on adjective agreement

DVD on Adjectives

Smartboard, dry erase boards

## **INTERDISCIPLINARY CONNECTIONS**

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Language Arts: narrative writing, language acquisition

Visual Performing Arts: dramatization, visual language

Career Readiness: use technology to enhance productivity, work productively in teams while using cultural global competence

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.