

02_LA RENTREE: Back to School!

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **30 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

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.

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.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.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.RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
WRK.9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.10	Evaluate how careers have evolved regionally, nationally, and globally.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- there are many differences and similarities between French and American school life.
- the approach to school life may resemble one's approach to life in general.

Essential Questions:

- What do I do in school?
- How does a typical school day in the US compare to one in France?
- What does my schedule look like, and how do I describe it to others?
- What might an educational system say about its culture?

CONTENT AREA STANDARDS

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.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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.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.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.

STUDENT LEARNING TARGETS

Students will know:

- that discipline and effort are keys to scholastic success.
- good choices may lead to good grades.

- different school systems may have different effects on student motivation.

Declarative Knowledge

Students will understand that:

- schools are similar in France (people, places, things)
- schools have differences in France (grading, schedules, homework)
- time-telling requires attention to detail + difference in 12hr/24hr clock
- perceptions/ descriptions lie in the eye of the beholder, everyone may have different points of view (about subject matters, teachers, goals)

Procedural Knowledge

Students will be able to:

- present basic knowledge regarding their school day
- identify their familiarity with time both orally and through written language
- give and follow basic commands in a school setting
- list and discuss differences and similarities of school aspects between American and Francophone country

EVIDENCE OF LEARNING

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

Benchmark Assessments

Eduastic Assessments

Formative Assessments

- teacher observations
- finger checks
- think/pair/share work
- student back to back chats
- presentational communications
- use of recorders
- applicable games (info gap)
- scavenger hunt of school items
- use of mini clocks
- Bingo with time
- game of what is missing/ who has school objects
- exit tickets / index (color) cards

Summative Assessments

- Quizzes/ dictations
- Role-Play situations
- TPR response to classroom commands
- Name necessary school items: What's in my backpack? / School Supply Store Ad/ Scavenger hunt
- Venn diagram comparing US school to target culture

- Label parts of a school
- Written, aural, oral assessments
- Rubrics for presentations, projects, speaking proficiency
- Role-play of Staples scene, ordering school/office supplies
- Creation of Stationery Shop Ad
- Project: Back to School Night/ New Student Guide Booklet

RESOURCES (Instructional, Supplemental, Intervention Materials)

Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites

French newspaper articles regarding "Back to School"

French school website (in St. Etienne); website of school bookstore (Gibert Joseph, Gibert Jeune, la FNAC)

Workbooks, readings, Astrapi

D'Accord series, grammar tutorials

Smartboard, dry erase boards

INTERDISCIPLINARY CONNECTIONS

Social Studies: civic literacy, public policy, current events, social relationships among people

Science & Health: social emotional learning, compare and contrast information gained from multimedia sources

Career Readiness: employ valid and reliable research strategies, utilize critical thinking to make sense of problems and persevere in solving them

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

