

# 05\_DANS MA VILLE: In Town

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:

- where one lives may have an effect on his/her lifestyle choices.
- comparisons between city and suburban life reveal different opportunities available.
- where one chooses to spend time reflects him/herself, as well as his/her personality.
- the layout of a town reflects its culture.

Essential Questions:

- How does where I live affect my lifestyle?
- In what ways would life be different living in another place?
- How does my choice of "place" reflect who I am?
- What is essential in giving and listening to directions?

## **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.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
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.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.

LA.RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
CS.6-8.8.1.8.IC.1	Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
SCI.MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## **STUDENT LEARNING TARGETS**

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Students will know:

- that aspects of aspects of French towns are different in that there are many specialty businesses, many run within the family.
- that transportation options vary greatly from towns in France compared to those in the U.S.
- that there are cultural concepts in French cities/ towns related to the term "centre ville".

## **Declarative Knowledge**

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Students will understand that:

- most towns have specialty shops in French cities, each with its own function.
- workers in town, shopkeepers and civil servants have professional names which indicate their profession.
- asking/ giving directions includes forms of etiquette.
- command forms of verbs are using "hidden" subjects; some verb forms have regular or irregular spelling changes.
- levels of a French building and street addresses use cardinal numbers.
- many architectural forms are different in France although some are found in the U.S. (ex: roundabouts).

## **Procedural Knowledge**

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Students will be able to:

- correspond merchant names to places (ex. baker in a bakery : les métiers).
- give and ask for directions using commands, question words, prepositions in order to get somewhere.
- describe how someone is traveling (by foot, by bus, train, etc.).
- provide the necessary stops of going on errands or to shops.
- describe a neighborhood and/ or town in a conversation with a French friend.
- describe an apartment building where a friend/ relative lives.
- express a choice of destination in town and explain why.

## **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
- Interactive Game Creations

## **Benchmark Assessments**

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Edulastic Assessments

## **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); Loto; Bingo; Magic Bag
- 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: Creation City/ Ideal Capital/ Label City
- Comprehension questions about authentic French song "La Douce France" (Charles Trenet/ Charles Aznavour)
- Project: Tourist/ Vendor Scene

## **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

French City websites

Slideshow: specialty shops, restaurants

Canadian, Francophone exercise/ club sites

## **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. International careers, vocational aspects.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.