

04_ LES TACHES CONTRE LES PASSE-TEMPS: Chores v. Hobbies

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **30-35 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.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- there are similar activities in the Francophone world which are "musts" (chores) and "wants" (leisure activities).
- helping one's family and helping others in general are avenues of enrichment.
- one's choices of entertainment can be based on many aspects of life (culture, climate, geography, social norms, generational technology).

Essential Questions:

- How do I make an impact by doing/ not doing chores?
- What is the ideal balance of tasks, fun and expectations?
- Do tasks drive our leisure? Does leisure drive our tasks?
- What do my hobbies say about me? My family and friends? My culture and values?

CONTENT AREA STANDARDS

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.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.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.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
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)

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.
LA.RI.7.2	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
HE.6-8.2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
HE.6-8.2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

STUDENT LEARNING TARGETS

Declarative Knowledge

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 duties, must-do activities.
- how to rate tasks and hobbies by importance and other factors.
- that teenagers across the globe are faced with similar stressors and time management needs.

Procedural Knowledge

Students will be able to:

- use verbs that describe some routines, some hobbies and some chores within the home.
- use comparative and superlative expressions.
- identify and explain some goals/ objectives in a life-balance.
- make complaints about chores to be done; state feelings of disappointment.
- use expression "il faut" to say what must be done or what is necessary.
- read authentic texts and answer comprehension questions about French students' stress and tasks.
- contrast hobbies and chores in the U.S. with that in French-speaking countries.

EVIDENCE OF LEARNING

Alternate Assessments

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

- Interactive Game Creations

Benchmark Assessments

Edulastic Assessments

Formative Assessments

- Flyswatter game of chores v. hobbies
- Matching activities with images
- Creation of sample activities itinerary in ideal summer camp
- Quizzes, group work
- I have/ You have cards with common items associated with activities
- Polling of most liked/ most hated chores and hobbies

Summative Assessments

Tests: activities

Travel - Advice/ Demo video

Quiz/ Assessment work

"Il faut" tests

Extemporaneous questions of preferred activities/ disliked chores

Interpretive assessment based upon Canadian Camp enrollment booklet

Ideal YMCA classes: Interpersonal or Presentational Assessment (Slides/ Mobile/ Scenario)

RESOURCES (Instructional, Supplemental, Intervention Materials)

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 pass-time and hobbies websites (colonies de vacances)

Gaumont (theatres, movies)

l'Opéra; le Zénith and other concert halls

Canadian, Francophone exercise/ club sites

INTERDISCIPLINARY CONNECTIONS

Technology/Multimedia - Research based writing

Math - Computations, Statistics

Career Readiness - Utilize critical thinking to make sense of problems and persevere in solving them, Work productively in teams while using cultural global confidence

Visual Performing Arts - Dramatization

Global and Cultural Awareness - Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

