

# 06\_PARIS EST / ET MA VILLE PREFEREE (Paris / Favorite City)

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.

## OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- Paris is a world class city which offers non paralleled sights and monuments.
- travel may be deemed as essential to mental health and global citizenry.
- history and culture are infused in monuments' stories.
- preferred cities contain remarkable features which may appeal to a wide array of interests.

Essential Questions:

- What are the criteria for a good city?
- What makes Paris special?
- How do French cities compare to American cities?
- Are there pro-environmental trends in Paris? What can be learned from them?
- What is my itinerary for the dream trip to Paris? Which monuments are a "must see"?

## 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.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.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.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
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.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.7.1.A	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.7.1.C	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
LA.RI.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
SCI.MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
SCI.MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.  Historical events and developments are shaped by social, political, cultural, technological, and economic factors.  The diffusion of ideas and cultural practices are impacted by the movement of people and

advancements in transportation, communication, and technology.

Cultural patterns and economic decisions influence environments and the daily lives of people.

## **STUDENT LEARNING TARGETS**

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Students will know:

- how to identify various standout monuments of Paris, place them in basic timeline.
- different forms of transportation in Paris.
- that city life in Paris has advantages and disadvantages.
- that there are many sights in Paris which hold significance both nationally and internationally.

## **Declarative Knowledge**

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Students will understand that:

- places usually will have prepositional contraction with it (ex: à + la, au, aux or à + l').
- Paris has a rich history with a large display of monuments and sights.
- there are many ways in French to signal preference.
- proper names and nouns are spelled with capital letters like English.
- preference can be shown in degrees, using adverbs.
- adverbs usually come after the main verb.

## **Procedural Knowledge**

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Students will be able to:

- describe monuments of Paris and explain their "what, why, when, who" behind them.
- use persuasive language and gestures to convince a targeted audience.
- discuss eco-friendly ideas from Paris that are deemed beneficial.

## **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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Educational Assessments

## **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/ Best Parts of Paris
- surveys with Google forms
- 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/ Tests
- Role-Play situations: Tourist and Tour Guide
- Venn diagram completion (French Monuments v. US Monuments)
- Written, aural, oral assessments
- Rubrics for presentations, projects, speaking proficiency
- Project: Interpretive Assignment/ Paris History and Monuments
- Mini Debate: Best Monument in Paris and Why

## **INTERDISCIPLINARY CONNECTIONS**

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Language Arts: narrative writing, language acquisition

Visual Performing Arts: dramatization, visual language

Science: Environmental Literacy, Engineering

Social Studies: Historical Research, Social relationships among people

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

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

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Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites

Ads for Paris trips / Realia/ Travel brochures

Workbooks, readings, Astrapi

D'Accord series, grammar tutorials, trip planners

DVD on Adverbs

Videos: Paris then and now; World Expositions; Rick Steve's Paris / France video collections

Smartboard, dry erase boards

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.