

# 01\_LA REVISION + LE MONDE FRANCOPHONE: Review, Francophone World

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:

- language acquisition occurs within context; cultural analysis.
- language and culture learning augments global citizenry.
- geography influences culture.

Essential Questions:

- How can knowing French improve my knowledge of the world, and vice versa?
- What are some important places to visit in the target language countries?
- How does my view of the Francophone world change after learning about continents, land forms, bodies of water and the history behind them?
- How can the Francophone language and culture influence my life?

## 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.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.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.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.

CS.6-8.8.1.8.DA.1	Organize and transform data collected using computational tools to make it usable for a specific purpose.
CS.6-8.8.1.8.IC.2	Describe issues of bias and accessibility in the design of existing technologies.
LA.RL.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
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.RL.7.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
SOC.6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups,

	and the media in a variety of governmental and nongovernmental contexts.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
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 geography plays an important role in culture.
- that French language and history impact many parts of the world.
- that good grammar usage facilitates communication.
- that French language acquisition is a continuum, a cumulative learning experience

## **Declarative Knowledge**

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Students will understand that:

- cultures may impact each other by proximity.
- many geographical terms are cognates.
- continents, countries, capitals are different.
- each country has its own capital.
- different countries can be recommended and justified as places of interest.

## **Procedural Knowledge**

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Students will be able to:

- label French-speaking countries.
- design and label French map with major cities.
- list/ label the bordering countries of France and their corresponding capitals.
- infer possible logical weather scenarios per region, per season.
- regard and compare Celsius temperatures.
- discuss historical impact and geographical significance in relation to culture.
- identify geography terms, significant features.
- explain France's role in multi-continent French speakers.

## **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
- use of recorders
- applicable games (info gap)
- Smartboard exercises, games of capitals
- exit tickets / index (color) cards
- Quizlet assignments, study sets

## **Summative Assessments**

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- Quizzes/ dictations
- Role-Play situations
- TPR response to classroom commands
- Name applicable weather conditions
- Venn diagram comparing US culture/ French culture
- Label cities on French map
- Written, aural, oral assessments
- Rubrics for presentations, projects, speaking proficiency
- Role-play of weather reporter, tourist
- Creation of French map with correct city locations and information
- Project: Map of French speaking world/ France, Weather Reporter Presentation

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

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Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites, weather reports

French newspaper articles

French weather channels; website of weather, world map

Workbooks, readings, Astrapi

D'Accord series, grammar tutorials

Smartboard, dry erase boards

## **INTERDISCIPLINARY CONNECTIONS**

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

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

sources, environmental literacy

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**

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See link to Accommodations & Modifications document in course folder.