

# 05\_French Culture

Content Area: **World Language**  
Course(s):  
Time Period: **Semester**  
Length: **10-15 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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### **French 5 Elementary**

This is an introductory, half year, French 5 elementary course. The units include colors, days of the week, the months of the year, dates, numbers, and culture. Students will learn different French vocabulary words. They will learn to read, recognize and recall basic vocabulary.

They will learn to answer practiced, memorized questions in French. This course develops the essential pieces of learning a world language: reading, writing, listening and speaking. It also emphasizes the three modes of communication: interpretive, interpersonal and presentational.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- France is a French speaking country.
- The United States and France have unique cultures.
- Culture is comprised of the language spoken, as well as, the food, flag, currency, holidays, land features.

Essential Questions:

- What is culture?
- What are similarities between American and French cultures?
- What are differences between American and French cultures?

## **CONTENT AREA STANDARDS**

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WL.K-12.2

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on 2020 the relationship between the products and perspectives of the cultures studied.

WL.K-12.3

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. 2020

WL.K-12.4

Develop insight into the nature of language and culture in order to interact with cultural competence.

WL.K-12.2	Cultures
WL.K-12.3	Connections
WL.K-12.4	Comparisons

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
TECH.K-12.P.4	Demonstrate creativity and innovation.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

### **Declarative Knowledge**

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Students will understand that:

- France is one of many French speaking countries in the world.
- The United States and France have unique cultures.
- Culture has many different aspects such as: as the language spoken, the holidays

celebrated, the food eaten, the flag and currency used.

## **Procedural Knowledge**

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Students will be able to:

- Investigate, explain, and reflect on the relationship between the practices and perspectives of French culture.
- Investigate, explain, and reflect on the relationship between the products and perspectives of the French culture.
- Investigate, explain and reflect on the concept of culture through the comparison of the cultures studied and their own.
- develop insight into the nature of language and culture in order to interact with cultural competence.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action

9.4.5.IML.2: Create a visual representation to organize information about a problem or issue

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Benchmark Assessments**

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## **Formative Assessments**

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## **Summative Assessments**

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Teacher observational checklist

USA/France Venn Diagram

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

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[French Flag](#)

[French Foods](#)

[YouTube France](#): Places to Visit in France

[YouTube Paris](#)

## **INTERDISCIPLINARY CONNECTIONS**

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English/Language Arts-Language Acquisition

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

