

FLORIDA/ACTFL STANDARDS FOR FOREIGN LANGUAGE LEARNING

Chapter Opener

Cultures 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Comparisons 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Vocabulaire à l'œuvre 1

Communication 1.2: Students understand and interpret written and spoken language on a variety of topics.

Communication 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Comparisons 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

CORE INSTRUCTION

Warm-Up

- Edmodo Extension Menu Introduction (attached)

Anticipatory Set

- (5 min.) Have students look at the photo on pp. 40–41. **2.1, 4.2**
- (5 min.) Present the **Objectifs**, p. 40.

Vocabulaire à l'œuvre 1

- (5 min.) Present **Vocabulaire à l'œuvre 1: Les fêtes en France**, pp. 42–43.
- (5 min.) Show **Télé-vocab 1**.
- (10 min.) **Exprimons-nous!**, p. 43.
- (5 min.) Audio activity 1, p. 44. **1.2**
- (5 min.) Students complete Activity 2, p. 44. **1.2**
- (5 min.) **Flash culture**, p. 44. **2.1, 4.2**

Wrap-Up

- (3 min.) Review vocabulary with students using TPR, p. 43. **1.2**

OPTIONAL RESOURCES

- (15 min.) Slower Pace Learners, p. 43 **1.2**
- (15 min.) Multiple Intelligences, p. 43 **1.3**

Edmodo Extension Menu Work

TASK	Max. Score
Vocabulary video	45 points
Cultural video	45 points
Caption the picture	40 points
Create a comic	35 points
Write an original story	35 points
Translate the story	20 points
Vocabulary slideshow	15 points
Pronounce the vocabulary	10 points

General instructions

You may earn up to 100 points per unit. You may use any combination of the tasks to attempt as many points as you like. You may submit only one of each of the tasks each unit. Should you decide to attempt all eight (8) assignments and earn at least 90% on each ten (10) points will be awarded on the unit test.

Each task is an individual task – they are not group work.

Videos will be no longer than three (3) minutes. Written work is to be submitted as a Word document only. Slideshows should be Power Points, but Keynote presentations may also be submitted.

All work is due by first bell (7:45am) on test day.

Rubrics are available on the class website and the class Edmodo page and the class blog at CCAEAGLES.org.

Task Instructions

Vocabulary Video

On your own, using unit vocabulary, create a vocabulary video. Videos are to be creative and include images (still or moving), audio of your voice speaking the terms in French, graphics showing the term in French. Submissions may be presented in class.

Cultural Video

On your own, using the culture lessons and flash culture from the unit, create a video highlighting French culture. Videos must include images (still or moving), audio of your voice narrating in French (you may do so in English for a 20 point deduction), graphics showing the terms in French as necessary. Presentations may be presented in class.

Caption the Picture

On your own, using the picture provided by the instructor and unit vocabulary, describe in French what is happening in the photo. Your photo caption may include dialogue or description. You must use at least ten (10) vocabulary terms or expressions from the unit in your caption. Captions may be presented to the class.

Create a comic

On your own, using Bitstrips.com, create an original comic strip of at least ten (10) frames. Comics will use at least fifteen (15) terms from the unit vocabulary and also incorporate grammar objectives from the unit. Once created, comic strips should be copied into a Word Document and posted on the class Edmodo page. Comics may be presented to the class.

Write an original story

On your own, using grammar and vocabulary from the unit, write an original story of at least 200 words in French. Stories must be submitted as a Word document on the class Edmodo page. English translation must be provided. Stories may be presented to the class.

Translate the story

On your own translate the story offered by the instructor. Translations must be submitted as a Word document.

Vocabulary slideshow

On your own, using vocabulary from the unit, create a vocabulary slideshow. Presentations must incorporate images of the item or action, the French term (with your voice pronouncing it), and the English meaning. Successful slideshows will show the item or action as a still image. Next, the French term will appear as text using animation. Finally, the English will appear. As you build your project, keep in mind that these slideshows are intended to be used as vocabulary study tools.

Pronounce the vocabulary

On your own, using Vocaroo.com, pronounce the vocabulary from the unit in French. All terms and expressions must be used. Post your completed Project to the class Edmodo page.

Risk Assessment

Classes typically have a good deal of stratification among student ability in the realm of technology use and ability. The vast majority of CCA students (98%) have access to the internet at home. For the remaining students, there are five computer labs and the media center available for the student to complete online assignments before school, during lunch and after school. Those with learning difficulties (ESE) have the opportunity to work with their ESE coach to better understand the assignments and to complete work.

Edmodo Extension Menu projects offer the student multiple opportunities to demonstrate their proficiency using the objectives for the course. Each of these assignments is a Performance-Based Assessment designed to allow the student to work at a level comfortable for their level of cognitive ability. Diagnostic, Formative and Summative assessment is built right into the program in each assignment.

The risks of offering digital Extension Menu assignments are reduced by presenting Jing tutorials in class, on the class blog and on the class Edmodo site. Those with questions are encouraged to present them throughout the unit. Students are encouraged to discuss technical issues they encounter in the discussion thread on the class Edmodo page. This allows students to spur one another on and demonstrate understanding of the academic goal. It also allows the instructor to play an oversight role and determine who needs more scaffolding in the process. Prior to this unit, students are given another Extension Menu project to complete. This first Edmodo Extension Menu project is much simpler

and has a very flexible deadline. This allows students to work out any problems or issues with technology prior to this unit. Examples of successful work from previous classes are presented to help demonstrate the ideal.