

Sub-Sahara Africa

WebQuest Description: French IV, This course provides an opportunity to acquire intermediate fluency in spoken French with emphasis on natural, colloquial usage in order to develop effective communication skills. It emphasizes the use of set-up phrases, idiomatic expressions, correct pronunciation and intonation, development of useful vocabulary, and ability to communicate without hesitation in a given situation. Oral discussion and conversation are based on selected readings from contemporary French literature. This course completes the basics of the language and includes simplified readings highlighting French and French speaking countries' customs, culture, and everyday life.

Grade Level: 9-12

Curriculum: Foreign Language

Keywords: French/French speaking Africa's culture, grammar, vocabulary, authentic readings, songs and videos.

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Introduction

Sub-Saharan Africa: Families and communities
Big Ideas/Lessons Titles:
In this unit, students will interview family members and compare and contrast the differences between sub-Saharan African culture and their own. Students will research and write about various Francophone communities.
Standards: Interpersonal Mode of Communication (IP) MLIV.IP1 The students exchange a variety of oral and written information and ideas in the target language on topics related to contemporary events and issues, utilizing cultural references where appropriate. MLIV.IP2 The students initiate, sustain, and close oral and written exchanges in the target language, applying familiar vocabulary and structures to new situations.
Interpretive Mode of Communication (INT) MLIV.INT1 The students comprehend spoken and written language on new and familiar topics presented through a variety of media in the target language, including authentic materials.
Presentational Mode of Communication (P) MLIV.P1 The students present information orally and in writing using familiar and new vocabulary, phrases, and patterns in increasingly complex sentences and strings of sentences.
MLIV.P2 The students present student-created, as well as culturally authentic stories, poems, and/or skits in the target language.
Cultural Perspectives, Practices, and Products (CU) MLIV.CU1 The students understand, describe, and discuss perspectives, practices, and products of the cultures studied and how they are interrelated.
Connections, Comparisons, and Communities (CCC) MLIV.CCC1 The students reinforce and broaden knowledge of connections between the target language and other subject areas including language arts, science, history, social science, mathematics, physical education, health, and/or the arts. MLIV.CCC2 The students investigate the similarities and differences that exist within and among the cultures studied. MLIV.CCC3 The students expand knowledge of the English language through the study and analysis of linguistic elements of the target language. MLIV.CCC4 The students apply language skills and expand cultural understanding by accessing information beyond the classroom setting for recreational, educational, and occupational purpose.

Tasks

- Students do a research about an African family, compare that family to theirs and distinguish the characteristics of an African family and students prepare a role-play among family members, or students recite an African poem about family and present in front of the class.
- Students create a poster on which they organize the Sub-Sahara French speaking African Countries on the African's map and they describe the big characteristic on the country given to each of them.
- Students read an article about family's size in Sub-Sahara French speaking countries students do the summary of the article that they read.
- Students write a pro and con chart with conclusion on the topic related to family's size.

Process

students: be mindful of the datelines, be effective, show your work during progress check, use authentic resources, please write a citation page for each task
GPS Standards/ Common Core Standards/Curricular Connections: CLI 1, CLI 2, CLI 4, CLI 5, CLI 6, CLI 7/ MLIV.IP1, MLIV.IP2, MLIV.INT1, MLIV.P1, MLIV.P2, MLIV.CU1, MLIV.CCC1, MLIV.CCC2, MLIV.CCC3, MLIV.CCC4
Communication, cultures (African cultures and American culture), connections: connection to social study, history, and geography,
comparisons: African families and family structures to American family and community.
Readings: check links
videos: check links
songs: check links

Evaluation

H. Scoring rubric including creative elements. Student Name: _____ Mark: _____ /25
Evaluation of Oral Presentation C'est un début!/Beginning 2 point Sur le bon chemin!/Progressing 3 points Ça marche

bien!/Competent 4 points Vous êtes experts!/Expert 5 points Total Sur /5 Pronunciation Most words are pronounced incorrectly. Difficulties understanding the speaker. Some words are pronounced incorrectly, but the presentation is still understandable. Most words are pronounced correctly, making the presentation easily understandable. All words are pronounced correctly, a native speaker can easily understand the presentation. New additional vocab (not taught in class) was added to the presentation and was pronounced correctly. Enunciation Words are not clearly enunciated. As a result, the presentation is incomprehensible. Some words are clearly enunciated. Some of the presentation is comprehensible. Most words are clearly enunciated. As a result, most of the presentation is easy to comprehend. All words are clearly enunciated. All listening can easily understand the presentation. Volume Voice is too low Volume is audible. Volume is adequate. Most people can hear the presentation. Volume is excellent. All listening can easily hear the presentation. Use of French Most of the presentation is delivered in English Some of the presentation is delivered in French Most of the presentation is in French. All of the presentation is in French. Preparedness Unprepared. Student does not about the topic given, students can't answer questions ask by their peers, so all information was read from slides. No eye contact Somewhat prepared. Students have some knowledge about the topic, student can answer question by peers, some eye contacts, some information were read from the slides. Prepared. Students have knowledge about the topic read less information was read from slides. Students made eye contact. Students can answer their peer's questions. Well prepared and can answer all their peers' questions in the target language. It is obvious that much practice has taken place. A lot of eye contact, minimum information was read from the slides. Visual Aids and creativity Use no pictures and animation during the presentation, and no creativities. Show the pictures but does not refer to them while presenting. Presentation has animation minimum creativities. Use and refer to pictures while presenting. Presentation has animations. Some creativities Pictures and animations are an integral part of the presentation. A lot of creativities. Short Video or song is included in the presentation

Category and Score					Score
				Total Score	

Conclusion

Students put statements on the. "I can," poster wall describing what the student is able to demonstrate after this unit of study,

Teacher Page

This website can be used by anybody who is interested in Sub-Saharan Africa. It has good and useful information about this part of the African continent. I find that having a webquest is a good way to incorporate technology in the classroom.

Standards

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Credits

All my gratitude to Mr Williams, my colleague, for sharing his knowledge with me. To my head of department Miss Adams and to my family who had encouraged me to keep working hard and to finish my assignments, I also want to say Thank you very much.

Other

Please let me know by email if you have questions or suggestions.