

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Unit 1 - Bonjour, La Famille, Les Copains

Unit Designers: Judy Roy

Level(s): French I – High School Time Span: 4 weeks

Content Area:

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|--|--------------------------------------|---|--|
| <input type="checkbox"/> Career Prep | <input type="checkbox"/> Health/PE | <input checked="" type="checkbox"/> M&C Languages | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science & Tech | <input type="checkbox"/> Visual & Perf. Arts |

Summary of Unit: Every language has idiomatic expressions that do not translate word for word. It is imperative when acquiring a foreign language, that students know and learn how to engage in conversations without offending the other person. Specifically, French has formal and informal forms of address, “tu” as the informal and “vous” as the formal. In this unit, students will greet each other and adults, exchange courtesies, and identify nationality. They will continue to build more complex sentences into paragraphs, build scripts, and prepare oral presentations, This is a review from middle school curriculum.

The meaning of family is interpreted differently in different countries. In France, family consists of parents, grandparents, brothers, sisters, aunts, uncles, cousins and even additional extended family. In this unit students learn to name, and give ages of family members, friends, people, and pets. Students learn to build sentences and paragraphs to discuss family and the ages of those family members. They will learn that the French language has feminine and masculine words and how to say definite and indefinite articles. In addition students will learn about families in France and how they interact as a family unit.

In addition this unit reviews numbers 0-100 and begins to weave numbers into sentences.

In culture, students examine why it is important to learn French or any foreign language. They will take a brief look at Martinique, and review greetings in France.

Content Standards/Performance Indicators:

A-1 Interpersonal

Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and *intonation* patterns or use appropriate *non- manual markers* (ASL), which would be comprehensible to a *native speaker* accustomed to interacting with

language learners.

Modern only

- a.(informal) Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.
- b.(formal)Provide and exchange detailed information on familiar topics, orally or in sign language, and in writing.
- c.(informal)Describe and explain *states of being*, orally or in sign language, and in writing.
- d.(informal)Express agreement and disagreement, orally or in sign
- e.language, and in writing, supporting opinions with simple reasoning.

A-2 - Interpretative

Students comprehend conversations, *narratives*, and recorded material in *familiar contexts* that are longer and/or more complex than those in the 6-8 grade span.

Modern and Classical

- a. (formal)Identify main ideas, topics and specific information in a variety of *authentic* written/signed *materials*.

Modern only

- c.(formal)Identify main ideas, topics, and specific information in a variety of *authentic* oral/signed *materials*.

A-3 - Presentational

Students express their own thoughts to describe and narrate in oral/signed and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by *native speakers* accustomed to interacting with language learners.

Modern and Classical

- a.(informal)Read *authentic passages* aloudwith appropriate pronunciation, phrasing, and *intonation*.

Modern only

- b. (informal)Relate a story about a personal experience or event orally or in sign language.
- c.(formal) Paraphrase and/or summarize texts orally or in sign language, and in writing using a *presentational format*.
- d.(informal) Write/sign brief narrative compositions and expository/informational compositions.

A-4 - Language Comparisons

Students use their understanding of the *nature of language* to enhance their communication in the *target language*.

Modern and Classical

- a.(formal)Compare a variety of grammatical structures and *syntax* between languages.
- b.(informal)Identify examples of vocabulary, in both languages, that do not translate directly from one language to another.

Key Pre-Requisites:

(Before beginning this unit, students should know/understand/be able to...)

Knowledge:

- Sentence structure in English.
- Greetings and customs in the English language.

Skills:

- Basic sentence and paragraph structure.
- Recognize subject and verb (English).

Enduring Understandings:

Every language has idiomatic expressions that do not translate word for word.

Essential Questions that Guide and Focus This Unit:

How do I engage someone in conversation without offending?

Key Knowledge and Skills students will acquire as a result of this unit:**Knowledge:**

Students will know:

- Vocabulary of greetings in formal and informal situations.
- Every French noun has a gender. Use of definite and indefinite articles.
- Recognize and recall numbers 0-100.
- About Martinique, La Reunion, and greeting people in France.

Skills:

Students will have the ability to :

- Greet someone and ask how they are using paragraph form.
- Ask and tell one's nationality using a script form.

How will students provide evidence of their understandings? (*Be specific*)

Written

- Written assessments (formal) – vocabulary, numbers, questions and answer
- Written translations
- Writing assignments including writing in French and discussing reasons to speak French, Martinique, greetings, and La Reunion.
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Verbal

- Assessment: Students will verbally greet people in different situations. (informal)
- Assessment: Students will communicate how things are going in different situations.(informal)
- Assessment: Students will be able to ask and answer questions about nationality. (formal and informal)

- Assessment: Students must be able to answer questions posed by the teacher about greetings, introductions, nationality, and how it is going. (informal)

Comprehension and Reading

Student will read and comprehend sentences of familiar text describing greetings, introductions, nationality and how it is going. Students will answer comprehension questions using complete sentences.(formal)

Teaching and Learning experiences used to help students understand:

- Daily written warm-up on the board for student practice.
- Role-play situations for students to see and participate in greetings, discussions about nationality and questions about answering “How are you?”
- Class Round Robin – Students practice asking and answering questions about greetings, nationality, and “How are you?”
- Paired work – Students worked in pairs to ask and answer questions about greetings, nationality and “How are you?”
- textbook
- workbook.
- verbal practice through teacher questions.

Provisions for Extending Learning:

- Share expressions learned from family members or neighbors.
- Work with more complex number concepts.

How will technology be used to increase student achievement? (*Be specific*)

- Listen to modeling of language through CD and internet sites of people speaking the language.
- Watch and listen to modeling of language and culture through video in class.

Instructional Resources:

- Text and accompanying worksheets
- Video accompanying the text
- Audio CD made by teacher
- Teacher made flash cards
- White boards and dry erase markers
- Study Guides

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

Unit 1 Test form A and B A-1-b, A-2,a,c, a-3d, A-4