

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Préférences et Activités
(Leçon 5 A,B,C Leçon 6 A,B, C Leçon 7 A,B, C 8A,B,C,D,E)

Unit Designers: Judy Roy

Level(s): French 1 Time Span: 8 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: What do I enjoy doing? How do I accept or decline invitations politely? Why do we speak French in so many parts of the world?

This unit introduces students to expressing likes, dislikes and preferences, offering and receiving invitations, and using the infinitive of a verb when discussing activities. It introduces negation of sentences to decline invitations. It introduces interrogatives: the four ways to ask a question and how to answer a question in the affirmative and the negative, specifically who, what, when, where, why, how, to whom, for whom, with whom and about whom.

To improve sentence writing, students learn utility words such as: mais, à, de pour, avec, ou, un peu, beaucoup, souvent, rarement, bien, mal, toujours. Students learn how to say where (où) something is done. Finally, students learn the verbs être, avoir, faire, and regular ER verbs as well as their application.

In addition this unit reviews numbers 0-100, which are used in various ways in this unit.

In culture, this unit introduces phone etiquette and what French students do during their leisure time and release time from school. Culture also explores a typical school day for students – What do they study?, What does their school day look like?, and how do they spend family time? We will learn about territories and specifically the French language in Senegal and Vietnam. We will also study French influential people and discuss why what they did influenced the United States and the world.

Content Standards

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.(formal)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.(formal)Describe and explain *states of being*, orally or in sign language, and in writing.
- d.(formal)Express agreement and disagreement, orally or in sign

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* aloud with appropriate pronunciation, phrasing, and *intonation*.

Modern only

- b. (formal)Relate a story about a personal experience or event orally or in sign language.

Modern only

- d. (formal)Write/sign brief narrative compositions and expository/informational compositions.
- e. (informal)Give oral/signed presentations on familiar subjects related to a culture(s) in which the *target language* is spoken.

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.

- c.(informal)Use *idiomatic expressions* and/or proverbs in the *target language*.

D(informal).Identify examples of vocabulary (in English and the *target language*) that convey different meanings in different *contexts*.

B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken. Students identify and explain how *perspectives of a culture(s)* are related to cultural *practices of a culture(s)* in which the *target language* is spoken.

B-1 Practices and Perspectives

Modern and Classical

- a. (formal) Identify and explain the reason behind significant *practices of a culture(s)* in which the *target language* is spoken.
- b. (informal) Describe stereotypes associated with *perspectives of a culture(s)* in which the *target language* is spoken.
- c. (informal) Identify differences in *cultural practices* among peoples that speak the same language.

B-3 Comparisons with Own Culture

Students explain how *products, practices, and perspectives* of a culture(s) in which the *target language* is spoken contribute to the culture in which the student lives.

Modern and Classical

- a. (formal) Identify and compare influential figures from the two cultures.

C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.

C1 Knowledge of Other Learning Results Content Areas

Students use the *target language* to enhance their knowledge of other Learning Results content areas.

Modern and Classical

- a. (informal) Provide examples of grammatical knowledge acquired in the *target language* that are used to achieve a better understanding of grammatical structures in English.
- b. (informal) Provide examples of information gathered through *target language* resources that are applied in other Learning Results content areas.

Key Pre-Requisites:

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

Knowledge:

Understanding of preferences, likes, and dislikes.

Skills:

Making sentences negative in English.

Enduring Understandings:

- Adolescents in different countries express likes, dislikes, and preferences of activities they do.
- French influential people have a huge influence all over the world.
- Interrogatives are important to gain information.

• Essential Questions that Guide and Focus This Unit:

- What do I enjoy doing?
- Why is French spoken in so many places all over the world?
- Why are essential questions important to gain information?

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

- **Knowledge:**
- Students will:
 - understand how to accept or decline an invitation.
 - express likes or dislikes.
 - understand the verb être
 - use utility words to improve sentences.
 - be able to describe one's activities.
 - use basic adjectives to express feeling.
 - understand why French is spoken in other parts of the world.
 - understand vocabulary and sentence structure to ask and answer questions.
 - understand the four ways to ask a question.
 - understand how to conjugate the verbs avoir, être, faire, and ER verbs
 - be able to ask and answer who, what, when, where, how, why, to whom, for whom, with whom, and about whom.
 - understand how to answer a question with proper sentence structure.

- **Skills:**
- Students will :
 - conjugate the verb être
 - describe preferences using affirmative and negative sentences.
 - correctly place utility words in sentences.
 - recognize and know when to use infinitive verbs.
 - recognize conjugated verbs.
 - know the four ways to ask a question.
 - know how to conjugate the verbs avoir, être, faire, and ER verbs
 - know how to answer a question with proper sentence structure.

- **How will students provide evidence of their understandings? (*Be specific*)**
- Oral and written exercises
- Vocabulary assessment: Recognize vocabulary (French to English)
- Vocabulary assessment: recall Vocabulary (English to French)
- Essay describing preferences
- Invitations to a party – other students respond in the affirmative or in the negative.
- Autobiographical presentation on preferences.
- Assessment on activities.
- Assessment on asking and answering questions.

- **Teaching and Learning experiences used to help students understand:**
- text
- audio/ CD to accompany text
- powerpoint on French territories
- study guides
- games (activity bingo)
- worksheets, criss -cross puzzles and word searches

- grammar exercises in text
- pair/share

Provisions for Extending Learning:

Students will compare their activities with that of a different country in the Francophone Culture.

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

- powerpoint presentation
- laptops to explore Francophone countries

Instructional Resources:

- text
- audio tapes/ CD's
- power point presentation
- study guides
- white boards activities
- laptop and LCD Projector

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

(Name of Assessment listed here)

Unit 3 test and rubric –A-1 b,c,d, A-2 a,c, A-3 b, A-4 a

Conversation Performance Test – A-1 a, c, d, A-3 b

Writing Performance Test - A3d

Listening Performance Test – A-2 a,c

French Influential People Project and rubric – B-3