

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Le Monde Personnel et Familier (Leçons 9,10,11,12)

Unit Designers: Judy Roy

Level(s): French I Time Span: 8 weeks

Content Area:

- | | | | |
|--|--------------------------------------|---|--|
| <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:

In this unit students will learn to express who they are and what their priorities are. They will use vocabulary to describe peoples' physical characteristics, their personalities, and their possessions. They will learn to use expressions with the verb "avoir" (to have), how to make articles plural, and which articles (un, une, des, le, la, les) to use with nouns. In addition, students will learn about the agreement and placement of adjectives with nouns. They will learn to differentiate between "il est" and "c'est". Learning to use expressions with "to have", nouns and articles will support students' language acquisition as the focus or being able to answer the following questions:

Culturally, students will learn about French ties to places in the Americas, Africa, and Asia and their importance in French history. They will learn about the importance of friendships in France and their importance in French society, and what French teenagers drive and why. Finally, they will review information about French schools and what an academic day might look like for a French student.

In addition they will make books for the elementary school using vocabulary and grammar they have learned in the first twelve lessons in the book. Students will then record their books on garage band and create books on tape for students at the elementary school.

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. (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 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* 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.
- 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.
- 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.
- c.(formal) 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

- b.(formal)Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the *target language* is spoken.

Posted 5.13.2014 per HW

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:

Students should know and understand:

- **How to distinguish between masculine and feminine nouns.**

Skills:

Students should be able to:

- **conjugate the irregular verb avoir. For example: Julien has a scooter.**
- **conjugate regular er verbs. For example: I dance. I sing. I watch television.**

Enduring Understandings:

Placement and agreement of adjectives in the French language is important.

Modifiers add life to descriptions.

Essential Questions that Guide and Focus This Unit:

- **Who am I and what are my priorities?**
- **How does one describe someone or identify something?**
- **How does one point something out or say whether they do and do not know something?**

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

Knowledge:

Students will know how to use:

- **vocabulary for physical descriptions For example: Elle est grande. Il est beau.**
- **vocabulary terms for everyday objects: un stylo(a pen), and une guitare (a guitar)**
- **expressions with “avoir”. For example :avoir chaud, avoir soif, avoir... ans.**
- **Understand French vocabulary for sur, sous, dans, devant, derrière.**

Students will:

- **know about places in the Americas, Asia, and Africa and understand the why French is spoken in different places around the world.**

Skills:

Students will be able to:

- use plural articles.
- use and agreement of adjectives and placement of adjectives including colors.
- differentiate “il est” and c'est”.
- use indefinite articles in the negative.
- describe people and things.
- the use of il y a to tell what there is in a place.

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

- vocabulary assessments
- oral and written assessments
- alien assessment
- biographical/ autobiographical presentation
- powerpoint or report on regions of France
- project on French speaking countries and why French is spoken in that country.
- Books and CD's of books to be given to the elementary French program.

Teaching and Learning experiences used to help students understand:

- study guides
- pair/share activities
- teacher led discussions
- worksheets
- garage band

Provisions for Extending Learning:

- imovie
- show sophisticated understanding through games

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

- internet for research
- powerpoint
- garageband
- classzone.com – text resources

Instructional Resources:

- study guides
- text
- audio/visual accompanying text
- classzone resources

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

(Name of Assessment listed here)

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

Culture project - French speaking countries, regions, and states – Webquest B-1 a,c B-3 b

Écrivez Une Petite Histoire and rubric A-3 b,d, A-1b