

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Unit 5 En Ville et À La Maison (Leçon 13-16) The City and At the House

Unit Designers: Judy Roy

Level(s): 8th Time Span: 6 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:

Where am I and how do I get to where I want to go? In this unit students learn vocabulary about places and how to speak and write about one's family, house, street, neighborhood, and home town. Students will learn to use the verbs faire (to do or to make) and aller (to go) to show how to go to places. Students will also learn how to talk about where one lives, how to ask for directions, and how to describe one's home.

In addition, this unit teaches prepositions and places one can go. It teaches the use of the preposition chez (to someone's home) and the use of the verb aller in the infinitive form to express what people are going to do. The verb venir (to come) and revenir (to come back) are also learned.

This unit teaches stress pronouns as well as possessive adjectives. Students will also learn expressions with “faire”. Finally, students will learn how to use the prepositions à and de with a definite article.

In culture, we will explore the French family and domestic animals by learning vocabulary and using that vocabulary in sentences and paragraphs. We will continue to work on comprehension and will learn about how French teenagers get around (transportation).

We will continue to learn about numeration and will explore ordinal numbers.

Culturally, we will learn various facts about life in urban cities in France. We will discuss street names, downtown historic areas, and the suburbs of a French city. We will review landmarks in Paris and the role cafés play in French culture. Through the wonders of the internet we will explore a French market, bakery, and Crêperie. Finally, we will visit Fashion Street, the Champs Élysées, and the Latin Quarter.

We will include a culture project studying American companies that do business in France and vice versa. We will also research educational opportunities in France for American students.

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*.
- 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.
- c. (informal) Paraphrase and/or summarize texts orally or in sign language, and in writing using a *presentational format*.
- d. (formal) Write/sign brief narrative compositions and expository/informational compositions.
- e. (formal) 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.
- 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-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.

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:

- Basic knowledge of family names

Skills:

Students will know:

- verb aller conjugation
- conjugation of regular er verbs

Enduring Understandings:

In French, prepositions show location and possession.
Adjectives agree with the word modified, not the antecedent.

Essential Questions that Guide and Focus This Unit:

Where am I and how do I get to where I want to go?

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

Students will know and understand:

- Vocabulary for city structures.
- Vocabulary for rooms in a house.
- Expressions with avoir.
- Conjugation of verbs aller, venir, revenir.
- Landmarks of Paris. (review)

Skills:

Students will be able to:

- Ask and give directions.
- Describe one's house.
- Talk about where one lives (street, neighborhood, city or town).
- Use stress pronouns.
- Show possession.
- Use prepositions à, de and chez.
- Use contractions with à and de.
- Indicate rank order.
- Indicate near future (going to do) using aller.

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

Students will assess using:

- Vocabulary tests
- Oral and written exercises
- Classroom conversations
- Written assessments
- Verbal reading passages
- Powerpoint presentation

Teaching and Learning experiences used to help students understand:

- Study guides
- Pair/share activities
- Discussion circles
- Question and answer sharing
- Worksheets
- Grammar exercises in the text
- School maps

- Floor plans of students homes
- Role play, games, etc.

Provisions for Extending Learning:

- Powerpoint presentations
- Garageband

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

- Powerpoint presentations
- Use internet to research vocabulary and landmarks of Paris
- CDs
- Garage band to assess pronunciation

Instructional Resources:

- Text
- Study guides
- Audio/video accompanying the text
- Video of Paris
- Geobeats (online website)
- Teacher portaportal

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

(Name of Assessment listed here)

Unit 5 test and rubric – A-1 b,c,d A-3 b,d,e 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 - American Companies Doing Business in France and Vice Versa and rubric
B-1, B-3*