

**LISBON SCHOOL DEPARTMENT**  
**UNIT DESIGN OUTLINE**

Unit Title: Le Temps Libre

Unit Designers: Judy Roy

Level(s): French I Time Span: 3 weeks (if time allows)

**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 are introduced to vocabulary about what one does on vacations and on the weekend, in addition to discussing individual sporting activities. In grammar, students are introduced to writing and reading in the past tense. They also learn expressions using avoir and how to discuss preferences in the past tense. Writing in the past tense is a skill students are introduced to in French I and will master in French II. They will learn to write in the past tense using verbs conjugated with avoir and être as well as learning regular and irregular past participles.

**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.

### 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. (informal) 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*.

### Key Pre-Requisites:

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

#### Knowledge:

Students understand:

- sentence structure in the present tense.
- verb conjugation of regular and irregular verbs in the present tense.

#### Skills:

Students are able to write sentences in the present tense

Students are able to conjugate verbs in the present tense.

### Enduring Understandings:

Writing in the past tense allows students to express themselves better in a foreign language.

### **Essential Questions that Guide and Focus This Unit:**

How is reading and writing in a foreign language important to learning to communicate in a foreign language?

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

#### **Knowledge: Students will know:**

- How to communicate in the past tense using the verbs avoir and être.
- How to write what they did on their vacation and which individual sports they prefer to do.

#### **Skills:**

#### **Students will be able to:**

- Write in the past tense using the verbs avoir and être.
- Be able to communicate preferences and what they did on vacation in the past tense.

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

- Students will be able to recognize when to use the past tense and will be able to write simple sentences in the past tense through writing prompts and an exam.

### **Teaching and Learning experiences used to help students understand:**

- Modeling of each area of study.
- Daily verbal practice.
- Daily written warm-up on the board for student practice.
- Role-play situations for students to see and participate in situations.
- Class Round Robin – Students practice asking and answering questions.
- Paired work – Students work in pairs to ask and answer questions.
- Verbal practice through teacher questions.
- Workbook practice
- Exercises and worksheets accompanying text
- Audio and CDs accompanying the text
- Teacher – student discussions

**Provisions for Extending Learning: Students will delve further into using the past tense using compound sentences.**

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

**Students can use class zone on the Internet to practice skills.**

#### **Instructional Resources:**

- **Text**
- **Workbook**
- **Internet**

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

*(Name of Assessment listed here)*  
*Unit 7 exam – A-1 b,c,d, A-2a, A-3b,A-3d*  
*Conversation Performance Test – A-1 a, c, d, A-3 b*  
*Writing Performance Test - A3d*  
*Listening Performance Test – A-2 a,c*