

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Unit 8 Review et Conversation

Unit Designers: Judy Roy

Level(s): French I Time Span: 1 week

Content Area:

Career Prep Health/PE x M&C Languages Social Studies
 English Language Arts Mathematics Science & Tech Visual & Perf. Arts

Summary of Unit: In this brief project, students review all areas studied through out the year but focus on how to meet their needs and wants in relation to food and beverages. It is a week of speaking, writing, and reading in French. Students also explore food in unit 8 of the book. They brainstorm appetizers, salads, soups, main meals, desserts and beverages. They also learn vocabulary for cutlery and place settings.

The unit is concluded with a luncheon, “Le Déjeuner”, where students bring in food and have lunch. During the luncheon, students are asked questions and are encouraged to have verbal discussions in French. It is a good opportunity for students to review vocabulary and verbs.

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. (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-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 only

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

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*.

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. (informal) 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

- b. (informal) 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.

Modern only

- c. (formal) Use the *target language* in a manner that would be considered appropriate by *native speakers* and explain what makes it appropriate communication.

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.

D. Communities: Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.

D1 Communities

Students demonstrate an understanding and use their knowledge of the *target language* to communicate with *target language* speakers and to understand the importance of culture and language in the 21st century.

Modern and Classical

- b. (informal) Independently access a variety of *target language* sources for one's own entertainment or enrichment.
- c. (Informal) Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the *target language* and associated culture.

Key Pre-Requisites:

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

Knowledge:

Students must know:

Revised 1.2009 (gp)

- Basic sentence structure, basic vocabulary, and basic verbal skills in French.

Skills:

Students must be able to:

- Write sentences and short paragraphs in French.
- Be able to use basic food vocabulary to produce basic verbal sentences in French.

Enduring Understandings:

- Students can communicate in a foreign language using any subject area.
- Students can use food vocabulary to write and relate stories in a foreign language.

Essential Questions that Guide and Focus This Unit:

How can one communicate needs and wants in French?

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

Knowledge:

Students will:

- Learn more in depth vocabulary on food and beverages.
- Learn French dining etiquette.
- Learn place settings
- Review all concepts taught in French I

Skills:

Students will:

- Improve sentence structure and quality of sentences.
- Improve verbal skills – asking and answering questions.

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

- Doing a brick project with sentences
- Doing a hand project with personality traits
- About Me – written and verbal assessment
- Doing a poster project

Teaching and Learning experiences used to help students understand:

- Teacher lecture/feedback
- Paired activities
- Internet to research etiquette
- Peer editing and collaborative learning

Provisions for Extending Learning:

Students will delve deeper into French cuisine and show the results of their research in their assessments.

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

Computers will be used to research French etiquette and food.

Instructional Resources:

- Text
- Notes
- Study guides
- Internet
- Teacher
- Peers – collaborative learning

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

(Name of Assessment listed here)

French Review poster project A-1,b,c, d

Brick and hand project – A-1b, c, d,

“About Me” written and Verbal assessment – A-1 b, c, d, A-3b B-3 c