

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Review of French I

Unit Designers: Judy Roy

Level(s): French II Time Span: 4weeks

Content Area:

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

Summary of Unit:

Learning a foreign language requires review and re-teaching in order to allow for additional learning. The beginning of second year French instruction focuses on reviewing all areas studied in French I including vocabulary, verbs, grammar, and culture. In this section we review numbers 0-1,000, basic sentence structure, question words, and how to form an interrogative sentence.

In culture, we will review how to present someone and basic geography of France. They will also explore geo-beats to see the Seine River, Champs Élysées, and the Crêperie.

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-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

c. (informal) 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 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. (informal) Give oral/signed presentations on familiar subjects related to 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*

Key Pre-Requisites:

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

Knowledge:

Students should know:

- Basic information about France.
- Sentence structure
- Basic French vocabulary
- Verb recognition and knowledge of verb conjugation.

Skills:

Students should be able to:

- Be able to write sentences.
- Be able to form interrogative sentences.

Enduring Understandings:

Learning a foreign language requires review and re-teaching in order to allow for additional learning.

Essential Questions that Guide and Focus This Unit:

How is recalling and reviewing prior information about a language important before introducing new information?

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

- Students will recall vocabulary, grammar and sentence structure learned in French I.
- Students will improve verbal pronunciation of vocabulary.
- Students will improve and increase understanding of vocabulary, grammar, and sentence structure.

Skills:

Students will be able to:

- Organize and write quality sentences using vocabulary, verbs, and grammar taught in French I.
- Be able to form question sentences using different strategies including inflection, question words, inversion, n'est-ce pas, and est-ce que.

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

- Verbal assessments – students will read and perform various pieces of verbal work to show comprehension and proper pronunciation.
- Written assessments - student will take various assessments to show knowledge and skill of vocabulary, sentence writing, grammar and interrogatives.
- Writing prompts – Students will use their knowledge to write original essays using vocabulary, grammar, and learned sentence structure.

Teaching and Learning experiences used to help students understand:

- Daily written warm-up on the board for student practice.
- Role-play situations for students to see and participate in greetings, discussions about nationality and questions about answering “How are you?”
- Class Round Robin – Students practice asking and answering questions about greetings, nationality, and “How are you?”
- Paired work – Students worked in pairs to ask and answer questions about greetings, nationality and “How are you?”
- textbook
- workbook.
- Verbal practice through teacher questions.

Provisions for Extending Learning:

- Students will research additional vocabulary to enrich sentence writing and verbal expertise.

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

- Students will listen to modeling of language through CD and Internet sites of people speaking the language.

Instructional Resources:

- Text and accompanying worksheets
- Video accompanying the text
- Audio CD made by teacher
- Teacher made flash cards
- White boards
- Study Guides

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

(Name of Assessment listed here)

***Comprehensive test from French I and rubric A-1-b, c, d, A-3b, d
Geobeats- B-1a, B-3b***