

LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Unit 1 Qui Suis-Je

Unit Designers: Judy Roy

Level(s): French II Time Span: 9 weeks

Content Area:

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

Summary of Unit: How are providing information about self, family, and profession important to communication? In this unit, students will explore identity, nationality, family and friends, professions, and presenting someone to someone else. It re-introduces adjective agreement and increases vocabulary that was introduced in French I.

We will study irregular adjectives and introduce them into our writing. We will review c'est and il/elle est and learn to write expressions with avoir, être, and faire. We will ask questions using inversion, questions words, and est-ce que. We will review the verbs avoir, être, faire, aller, venir, devenir, revenir, devenir, and improve sentence writing by adding additional vocabulary in all areas.

Units are much more time intensive in French II and it is important that all areas are covered before moving on.

In culture, we use Geobeats and will visit various places around Paris. We also visit various place in Montreal. We will study the French overseas departments: Martinique, Guadeloupe, Réunion, and French Guiana. We will focus on the differences in culture between these departments and France and the United States.

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.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. 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) 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. (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

- a. (formal) Identify and compare influential figures from the two cultures.
- 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.

Modern only

C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.

Key Pre-Requisites:

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

Knowledge: Students have:

- Basic knowledge of introductions in French.
- Basic knowledge of family vocabulary.

- Basic knowledge of nationalities.

Skills: Students:

- Understand basic sentence structure in French.
- Understand different professions.
- Understand cultural differences between greetings in the United States and France.
- Understand how to say different professions in French.

Enduring Understandings:

- Cultural differences between greetings in different countries are important to understand cultural etiquette around the world.
- Learning vocabulary and verbs allow one to communicate better in a foreign language.
- France's overseas departments have their own cultural identity while being a part of France.

Essential Questions that Guide and Focus This Unit:

- How are providing information about self, family and profession important to introductions?
- How do overseas departments add to the cultural diversity of a country?

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

Knowledge –Students will:

- Be able to present themselves and other students to the class including nationality, age, birthdates, birthplace, telephone number, and contact information.
- Understand vocabulary for French family and friends in more detail than in French I.
- Be able to tell about professions.

Skills: - students will

- Be able to write and speak about themselves and other students to the class including nationality, age, birthdates, birthplace, telephone number, and contact information.
- Be able to introduce (in writing and verbally) family and friends in more detail than in French I.
- Be able to write about professions.
- Be able to write sentences and paragraphs using correct adjective agreement including irregular forms.
- Will use c'est and il/elle est correctly.
- Use expressions with avoir, être, and faire correctly in sentences and paragraphs.
- Be able to use inversion, question words, and est-ce que in interrogative sentences.
- Be able to use the verbs aller à and venir de with the infinitive of verbs.
- Use devenir, and revenir correctly in sentences and paragraphs.
- Use depuis correctly in sentences and paragraphs.

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

- Verbal assessments – (informal) students will introduce their family and friends, tell personal information about themselves, their nationalities, and tell about their parent's professions.

- Written assessment – (formal) Students will correctly tell their contact information, birthplace, and nationality, and give information about family and their profession.
- Essay on videos seen from French travel site (geobeats). (formal)
- Project on French overseas departments.(formal)

Teaching and Learning experiences used to help students understand:

- Lecture and verbal modeling of vocabulary.
- 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 research French Departments in more depth focusing on the culture and languages spoken. Students will explore French families in more depth and gain an understanding of the importance of family in French culture.

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

- Geobeats - online videos exploring places in France.
- Research on French overseas departments

Instructional Resources:

- Text and accompanying worksheets
- Video accompanying the text
- Audio CD made by teacher
- Laptops and LCD projector

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

(Name of Assessment listed here)
Unit 1 test and rubric A-1 b,c,, A-2 a, A 3 a,d
Conversation Performance Test – A-1 a, c, d, A-3 b
Writing Performance Test - A3d
Listening Performance Test – A-2 a,c
Geobeats activity and rubric B-1 a,b,B-3 a,b
France overseas department research project B- a,c, B-3a,b