

AERO:SBC Basic Unit Template

Subject/Course:	ADVANCED FRENCH
Grade Level:	MIDDLE SCHOOL
Topic/Concept:	LE MONDE FRANCOPHONE
Estimated Time Required:	5 WEEKS
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Desired Results

1. What do we want students to know or be able to do? List standard(s) and relevant benchmark(s)?

1. COMMUNICATION

Standard 1.1 Interpersonal Communication

Students will converse, provide and obtain information, express feelings, emotions, and ideas, and exchange opinions in the target language.

Relevant Benchmark:

1.1.b. Ask and respond to questions for clarification, orally or in writing.

Standard 1.2 Interpretive Communication

Students will understand and interpret writing and speech on a variety of topics in the target language.

Relevant Benchmark:

1.2.b. Understand the main themes and significant details from audio / visual products of the cultures as presented on television, radio, and video or live presentations, Internet websites, etc.

Standard 1.3 Presentational Communication

Students will present information, concepts, and ideas to listeners and/or readers on a variety of topics in the language studied.

Relevant Benchmarks:

1.3.a. Write short, well-organized compositions on age-appropriate topics of interest.

1.3.b. Write personal letters using culturally appropriate format and style.

1.3.f. Present opinions, preferences, and feelings about current or historical events, cultural experiences, etc.

Standard 1.4 Comparisons to One's Native Language

Students will demonstrate an understanding of the nature of language through comparisons of the target language and their own language or dialect.

Relevant Benchmark:

1.4.b. Discuss the relationships among languages, based on students' awareness of cognates.

2. CULTURES

Standard 2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

Relevant Benchmark:

2.1.c. Recognize the diversity of social customs in the target cultures, based on their various historical events, geographical features, and religious beliefs.

3. CONNECTIONS

Standard 3.1 Student will use the foreign language to reinforce and further their knowledge of other disciplines.

Relevant Benchmark:

3.1.a. Use the target language to comprehend, elaborate on, and discuss topics from other school subjects.

4. COMMUNITIES

Standard 4.2 Students show evidence of becoming life-long language learners.

Relevant Benchmark:

4.2.b. Meet basic needs in a target language environment.

2. What are the enduring understandings that this unit is built upon?

a. France and French-speakers have played a very important role in the history of the North American continent

b. *French is:*

- spoken in all regions of the world, it is therefore an international language
- one of the official languages of the United Nations
- an official language of the Olympic Games
- the second most spoken language in Europe

c. In French, nouns & adjectives of nationality have a gender, e.g.: *un Américain* (masculine), *une Américaine* (feminine) – *Il est français* (masculine), *elle est française* (feminine), which is not the case in English.

d. In French, some countries are either masculine (*Le Canada - Le Mali - Le Sénégal*, etc.), or feminine (*La France, La Suisse, La Belgique*, etc.). - Some of them are masculine plural (*Les États-Unis – Les Pays-Bas*, etc.), or feminine plural (*Les Seychelles – Les Comores*, etc.).

e. The French colonization has been a very painful and gloomy period in the history of many French-speaking countries.

3. What essential or unit questions will prompt curiosity and focus?

- *Are languages and cultures correlated?*
- *What are the life-long impacts of a second language?*
- *Can language change lifestyles? How? or Why not?*

4. In the context of this unit, what specific knowledge or skills do you want the students to acquire?

Students will be able to:

- make out a list of French-speaking countries in Africa
- make out a list of French-speaking countries in other continents
- spell correctly the names of French-speaking countries
- understand and explain the difference between masculine and feminine nouns and adjectives of nationality
- explain the meaning of *O.I.F.* and talk about its main objectives and contributions around the world
- listen to and comprehend authentic news broadcasts from *RFI* and to one another's oral presentations on various topics concerning the Francophone world
- read and understand a blend of selected materials (including Internet Websites articles) about “Le monde francophone”, summarize and interpret some of the key-points, and give oral and written presentations
- discuss, ask and respond to questions about the historical overview of the French language and its importance in today’s world of business and diplomacy
- understand the Malian culture, compare and contrast it with their own
- talk about and express their opinions about the French presence in Africa, Asia, and North America
- write samples of friendly or personal letters or emails
- Compare and contrast the *Passé composé* and *Imparfait*
- Compare and contrast some French idiomatic expressions & proverbs with their English versions or translation

APPLICABLE VOCABULARY AND GRAMMAR

- a. Masculine French-speaking countries
- b. Feminine French-speaking countries
- c. Masculine and feminine nouns and adjectives of nationality
- d. Typical words and expressions used in friendly or personal correspondence
- e. Passé composé Vs Imparfait
- f. French idiomatic expressions and proverbs

Evidence of Learning

How will we know if students have achieved the desired result and can meet the standard(s) and benchmark(s)?

1. Provide a detailed description of the culminating task (summative assessment):

At the end of the unit, there will be a *summative assessment* in which students' overall performance or learning goals in both speaking and writing will be assessed in order to determine the actual level of their individual achievement. The following *culminating assessments* will be used:

a. Written Expression Assessment

Students will:

- complete a questionnaire covering the key-points of the *Francophone World Unit*
- write a final unit-related composition
- write a final friendly or personal letter using the appropriate French-style and format

b. Oral Expression Assessment

Each student will:

- give an oral presentation on a specific French-speaking country (its geography, history and culture), and respond to final questions from the teacher and classmates about the presentation
- talk about some of the main aspects of the Malian culture

2. Provide the scoring guide / rubric for the culminating task Summative assessment

CRITERIA	1. Attempts the Standard	2. Approaches the Standard	3. Meets the Standard	4. Exceeds the Standard
<i>Expression of ideas</i>	Ideas are very limited, unclear, frequently repetitious and / or sometimes out of context.	Ideas are somewhat limited and simple, almost clear, but sometimes repetitious.	Ideas are generally clear, relevant, convincing and original.	Ideas are almost always clear, relevant, convincing, original and refreshing, with remarkable quality details going beyond the required standard.
<i>Grammar</i>	Frequent serious problems with the use of verb and grammatical structures.	Grammatical errors or mistakes are not serious. Starts to understand some unit-related verb structures.	Shows a good understanding of unit-related grammatical and verb structures, and makes less mistakes or errors most of the time.	Frequently demonstrates a very good grasp of many complex grammatical structures. Most of the verbs are correctly conjugated in appropriate tenses.
<i>Vocabulary</i>	Limited, repetitive and confusing, with unclear and / or inaccurate usage. Contains no idiomatic expressions.	Basic, and sometimes inaccurate, with incorrect idiomatic usage.	Varied and usually adequate, with accurate usage of some idiomatic expressions.	Usually rich, specific and accurate, with appropriate language containing varied idiomatic expressions.
<i>Clarity and Fluency</i>	The oral and written expressions are usually vague, monotone, and full of incomplete sentences.	The oral and written expressions are usually incorrectly structured but somewhat understandable.	The flow and rhythm of oral and written expressions are clear, and generally noticeable.	The flow, rhythm and creativity of oral and written expressions are almost always very noticeable, without any ambiguity.
<i>Pronunciation & Intonation</i>	Incorrect, difficult to understand, and constantly hinders the communication.	Somewhat incorrect but understandable. Can sometimes hinder the communication.	Usually correct, clear and understandable. Facilitate the communication.	Almost always correct, very clear, smooth, and quite understandable. Facilitate an expressive communication.
<i>Elaboration & Culture</i>	Struggles to provide limited, unclear and / or incomplete details. Demonstrates no real understanding of the Francophone world cultures.	Information or message provided is either half-detailed, or detailed but incoherent. Knowledge of the Francophone world cultures is still somewhat vague.	Provides detailed and clear information or message in general. Understands the multicultural diversity of the French-speaking world. Can talk about some of the Malian cultural products and practices.	Conveys information or message with clear and accurate details. Demonstrates a very good understanding of Francophone cultures. Has a very good knowledge of the Malian culture.
<i>Presentational Techniques</i>	Information and ideas are always inconsistent and inappropriate. No serious or coherent presentational communication is noticeable.	Somewhat inconsistent and / or inappropriate. Struggles with limited strategies or techniques to engage in a serious interactive presentational communication.	Usually presents information and ideas to an audience with consistent and appropriate language and gestures.	Constantly uses appropriate language in a consistent and efficient way to present information and ideas, with natural lively gestures that can always move an audience.

Instructional Plan

Provide a plan of your instructional activities, including time and materials needed. Map out, in steps, how you will get from the introduction of the unit to its conclusion so that by the end, your students can succeed on the culminating task and meet the benchmarks. Be sure to include any formative assessments at the points in the plan when you will need them.

Unit Planner For Formative Assessments And Activities

The approximate duration of this unit “**Le monde francophone**” is *5 weeks* during which students are exposed to a variety of readings, vocabularies, audio and visual materials, grammatical structures and concepts, writing assignments, discussions and debates, classroom games for unit enjoyment, singing, etc. At the end of the last activity of every week, students are asked to talk about their learning experiences, as well as the unit areas they did not understand. This is the weekly lesson closure activity which enables me to plan remedial classes. Moreover, students will have homework such as completing French exercises, reviewing lessons, studying for their quizzes or tests, and sometimes working on class projects.

N.B.: Our in-class discussions, oral presentations and debates are exclusively conducted in French. It is also important to note that at AISB, Middle School & High School French class periods are *70 minutes, three times a week*. Currently, there are *11 students* in the MS Advanced French class.

MATERIALS AND RESOURCES

- *Discovering French 3 Rouge* – Jean-Paul Valette & Rebecca M. Valette
- *Par tout le monde francophone* – Henry Lynn Herbst & Hale Sturges II
- *Le monde francophone* – Elizabeth de Maynadier, FSI- US Department of State
- *Reprise – A Review Workbook For Grammar, Communication and Culture*
David M. Stillman & Ronni L. Gordon
- *IMAGINEZ, Le français sans frontières* - Cherie Mitschke
- *Éducation à la Citoyenneté, Cycle 3* – Sophie Le Callennec
- *Planète Jeunes*
- *Pages africaines 3-* P. Vézinet, R. Désamais et un groupe d'enseignants africains
- *Let's Play Games in French* – Bernard Crawshaw
- *RFI*
- *Authentik in French*
- *Websites*

WEEK 1

Activity 1: Pre-unit assessment or diagnostic test (a sort of brainstorming) to determine or measure the general knowledge of students regarding the unit key-points. This will enable me to adjust my instructional plan and teaching strategies as well.

The following series of activities also include a blend of formative assessments through reading and listening comprehension, oral and written mastery drills or exercises in many styles (multiple-choice, fill-ins, true/false...), role-plays, discussions, presentations, spelling, quizzes, and classroom observations, etc.

Activity 2: Students are asked to name (orally and in writing) the French-speaking countries they have visited, and talk about what they did there, as well as their cultural experiences.

Activity 3: Students read aloud (in turn) a blend of selected unit-related materials (e.g.: The missions and contributions of O.I.F - *Organisation Internationale de la Francophonie* around the world) from newspapers, Planète Jeunes magazines and Websites, summarize and discuss the main ideas in pairs, and then with the whole class (*Formative assessment*).

Activity 4: Oral and written spelling drills on the names of French-speaking countries as well as nouns and adjectives of nationality.

Activity 5: Classroom game - “**ANAGRAMMES**” related to French-speaking countries names and nationalities. For example, I say “Nationalité!” and write on the board the letters EASCIMRNUOA (**CAMEROUNAIS** is the word) or “Pays!” and write the letters IIUTMENARA (**MAURITANIE** is the word). Students have to guess the word in 1 minute or so. Then I ask the winner to come up and write his / her scrambled word (Nationalité or Pays) for the others to guess. At the end of this Anagrammes game, the “super winner” can get 3-5 points per answer. These points will then be added to his / her class participation grades for encouragement and motivation.

WEEK 2

Activity 1: Mini-research project (using resources from Websites, as well as textbooks, newspapers, magazines, etc.) pertaining to the basic geographical, historical and cultural information about the French-speaking world. Students are divided into pairs. Each team works on specific Francophone countries and then

come and teach their findings to others (*Jigsaw method*) through oral and written presentations, with powerpoint support (*Formative assessment*). This is followed by open-ended discussions or debates.

Activity 2: Reading and listening comprehension activities about *Le monde francophone*, using some audio and visual materials (*Formative assessment*). They also listen to RFI News segments for 3 minutes and then discuss the key-points.

Activity 3: Written spelling quiz about the names of French-speaking countries and nationalities (*Formative assessment*).

Activity 4: Classroom word game called LE LONG MOT. It is used to revise and consolidate vocabulary and spelling. Students play this game in small groups or pairs, as a competition. I write a long word (*un long mot*) on the board and ask students to write as many words as they can in 3 minutes, using only the letters on the board in any order. The word is related to the Francophone world unit. For example, I write down **algériennes** (adjective of nationality, plural of algérienne) to yield 1. enseigné 2. sienne 3. réalise 4. signaler 5. signal 6. singe 7. sage 8. sale 9. salé 10. salir 11. genre 12. régaler 13. régala 14. gris 15. gras 16. rien 17. réel 18. rasé 19. gens 20. sein 21. sain 22. saine 23. liens 24. lier 25. gale 26. grain 27. graines 28. aigles 29. signe 30. gare 31. garé 32. nier 33. ris 34. ri 35. air 36. gas 37. regain 38. reins 39. reine 40. rang 41. ranges 42. rangées 43. sang 44. saigner 45. saignée 46. rage 47. sel 48. aigre 49. gars 50. gré 51. angles 52. anges 53. gel 54. renies 55. si 56. régie 57. régir 58. relais 59. aérien 60. sa, etc.

The team with the most words will be the winner. Their list will have to be written on the board for spell-check, and each member of the winning team can get up to 5 points. These points will then be added to their class participation grades for encouragement and motivation.

WEEK 3

Activity 1: Students read, summarize, discuss and debate the following selected materials, in small groups or pairs, and then with the whole class (*Formative assessment*).

- L'Afrique et l'Asie dans la communauté francophone (*Dates et événements*)
- La colonisation française
- L'histoire franco-américaine en dix questions
- Villes américaines portant des noms français
- La culture malienne

Activity 2: Grammar review

Comparing and contrasting the Passé composé and Imparfait of regular and irregular verbs, through practical oral and written drills. This will be followed by a written quiz (*Formative assessment*)

Activity 3: French idiomatic expressions and proverbs: Explain, compare and contrast them with the English version or translation as follows:

IDIOMATIC EXPRESSIONS

1. *À bon chat, bon rat* = Tit for tat
2. *Tu me casses les pieds!* = You're a pain in the neck!
3. *Manger comme quatre* = To eat like a horse
4. *Avoir d'autres chats à fouetter* = To have other fish to fry
5. *Il pleut des cordes* = It's raining cats and dogs

PROVERBS

1. *Petit à petit, l'oiseau fait son nid* = Slow and steady wins the race
2. *C'est en forgeant qu'on devient forgeron* = Practice makes perfect
3. *Qui vivra, verra* = Time will tell
4. *Qui se ressemble s'assemble* = Birds of a feather flock together

Activity 5: Dictée préparée: Départ pour la France by *Aké Loba* (*Formative assessment*)

WEEK 4

Activity 1: Students read aloud (in turn), summarize and discuss selected materials pertaining to the Historical Overview of French and its Importance in Today's World of Business and Diplomacy. They then discuss and debate the following unit essential questions through role-plays or face-to-face interactions (*Formative assessment*):

- *Are languages and cultures correlated?*
- *What are the life-long impacts of a second language?*
- *Can language change lifestyles? How? or Why not?*

Activity 2: Students describe and / or interpret of a variety of Francophone world-related cultural pictures from magazines, postcards, websites, etc. This will be followed by a cultural discussion

Activity 3: Unit-related *composition* using the 6 Traits Writing Process or Guidelines as follows:

- a. *Idées*
- b. *Structure du texte*
- c. *Voix*
- d. *Choix des mots*
- e. *Fluidité des phrases*
- f. *Conventions linguistiques*

Students have to write a well-organized and coherent composition of substantial length (at least more than one page of normalized handwriting) on the topic below. They have to show precision and variety in their choice of vocabulary and verb tenses. In other words, they have to observe the *6 Traits Writing Guidelines- (Formative assessment)*

“Raconte un séjour linguistique intéressant que tu as eu l'occasion de faire dans un pays francophone. Cela a-t-il modifié ta façon de voir le monde? Qu'est-ce que tu as appris? Comment as-tu changé? En quoi la culture francophone que tu as découverte est-elle différente de celle de ton pays d'origine? Explique et justifie ton opinion à l'aide d'exemples concrets.”

WEEK 5

Activity 1: Vocabulary – Students are asked to read aloud a list of basic words and expressions pertaining to the French-style friendly or family correspondence. I take note of their mispronunciations and wrong intonations, and ask them to repeat the whole thing after me. When this pronunciation drill is over, students receive 3-4 samples of short friendly and family letters or e-mail written by young native French speakers. They read and study the content of those materials in small groups or pairs, compare and contrast the writing styles with their own, and then discuss it with the whole class. Besides that, everyone is asked to write (*as a homework*) a friendly or family letter using the appropriate French-style and format, and then submit it to me the day after (***Formative assessment***).

Activity 2: French Movie & Documentary Time

Activity 3: Remedial classes & Singing (*Le jour le plus long - The longest Day*)

Activity 4: Reflection on “LE MONDE FRANCOPHONE” Unit.

This is the end of five long weeks of *Linguistic Journey* throughout the Francophone World. Students in the Middle School Advanced French class now reflect on their

personal learning experiences, overall performance, achievement, difficulties encountered, frustration, satisfaction and / or dissatisfaction, etc.

RECAP OF TARGETED STANDARDS & BENCHMARKS

1.1.b	<i>Interpersonal Communication</i>
1.2.b	<i>Interpretive Communication</i>
1.3.a 1.3.b 1.3.f	<i>Presentational Communication</i>
1.4.b	<i>Comparisons to One's Native Language</i>
2.1.c	<i>Cultures</i>
3.1.a	<i>Connections</i>
4.2.b	<i>Communities</i>

1.1.b. Students discuss, ask and respond to questions about the historical overview of the French language and its importance in today's world of business and diplomacy.

1.2.b. Students listen to and comprehend authentic audio and visual materials, including news broadcasts in French from RFI, and to one another's in-class oral presentations on various topics concerning the Francophone world.

1.3.a. Students write a well-organized and coherent composition about their linguistic stay and cultural experiences in a Francophone country.

1.3.b. Students write samples of appropriate French-style friendly and family letters or e-mails.

1.3.f. Students talk about and express their opinions about the French colonization in Africa and Asia, as well as the French presence in North America.

1.4.b. Students compare and contrast French and English idiomatic expressions & proverbs, noting differences and similarities in vocabulary.

2.1.c. Students demonstrate a good understanding of the multicultural and linguistic diversity of the French-speaking world in general, and the Malian culture in particular, such as the religious beliefs, customs, thinking and ways of living of the Malian communities in which they currently live.

3.1.a. Students use French almost exclusively in class to discuss and make oral and/or written presentations on topics from other school subjects such as Social Studies (The French colonization in Africa and Asia, as well as the French historical presence in North America before, during, and after the American revolution). They also read and use materials written in French to enrich their knowledge and understanding of the Geography of many French-speaking countries including Mali where their school is located.

4.2.b. Students read Planète Jeunes Magazines for personal enjoyment, listen to and sing French songs, watch French-speaking movies or documentaries, use

French both within and beyond *AISB* campus with their French teachers, Francophone classmates, and with Malian people when they go to shopping malls, entertainment centers, as well as during their school field trips or vacations in Francophone countries.

General Observation: Even though the above Targeted Standards & Benchmarks have been successfully met by the majority of the class due to their perseverance and very positive attitude towards learning French, some students did not achieve the desired results owing to their weakness in grammar, especially verb structures (Simple & Compound Tenses) and vocabulary. Therefore, they really need to intensify their efforts in order to improve their writing skills in particular, and be able to meet the Standards and Benchmarks [1.3.a.] & [1.3.b.].

VIVE LA FRANCOPHONIE! VIVE LA DIVERSITÉ LINGUISTIQUE ET CULTURELLE!