

AERO:SBC Basic Unit Template

Subject/Course:	French 2
Grade Level:	9-10
Topic/Concept:	Housing
Estimated Time Required:	3 weeks (12 sessions)
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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)?

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

d. Exchange descriptions of people, places, events, and products of the culture (such as toys, clothing, foods, types of dwellings, monuments) with each other and with the class as a group.

f. Engage in everyday situations (such as buying, ordering, shopping, transportation, etc.) through role play.

h. Use expressions such as showing interest, asking for clarification, and checking comprehension for managing conversations.

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

d. Comprehend the main ideas in media such as illustrated texts, posters, advertisements, Internet websites, etc.

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

b. Deliver short oral messages or written reports and exchange information with another language class, either locally or at a distance.

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

dialect.

d. Identify and use formal and informal forms of language, and expressions of politeness in other languages and their own language or dialect.

2.2 Students will demonstrate an understanding of the products and perspectives of the cultures studied and the relationship between them.

a. Identify and explain the function of everyday products in homes and communities of the target culture (e.g., sports equipment, household items, tools, foods, and clothing).

d. Become familiar with target language and culture of Internet sites, as well as multimedia educational and recreational games.

2.3 Students will demonstrate an understanding of the concept of culture through comparisons of the target cultures and their

c. Compare and contrast material products (e.g., toys, sports equipment, or food) of the cultures studied and their own.

4.1 Students use the language both within and beyond the school setting.

a. Use the target language within the local community and in authentic sources (newspapers, Internet, etc.).

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

French is spoken in many other countries besides France.

Paris is a cosmopolitan city.

Each country adapts housing to fit their needs and environments.

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

What architectural and furniture features are unique to houses in France?

What French architectural and furniture features can be found in other French speaking countries?

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

Reading

- Students will be able to read housing ads and pick the appropriate house for a given person or family.
- Students will be able to read and fill out French immigration forms.

Writing

- Students will be able to write a house ad using culturally appropriate French abbreviations.

Speaking

- Students will be able to describe their current and former house.
- Students will be able to express their wishes and needs for a new house/apartment.
- Students will be able to compare their past and future houses.
- Students will be able to ask questions about housing needs.
- Students will be able to answer questions about themselves and their family.

Listening

- Students will be able to answer questions about housing needs.
- Students will be able to answer questions about themselves and their family.

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):

Students will play the role of a housing agent and/or a house hunter in Paris.

A successful housing agent will:

- Ask detailed questions about the house hunter's needs.
- Ask detailed questions about the house hunter's past houses and cultural information.
- Respond to the house hunter's answers / questions
- Offer the house hunter an appropriate living situation.
- Use correct pronunciation and grammar in their spoken French.

A successful house hunter will:

- Describe their previous housing.
- Know their family's specific housing wants and needs.
- Respond to the house agents' questions with detailed, culturally specific answers.
- Pick an apartment or house to live in.
- Use correct pronunciation and grammar in their spoken French.

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
Pronunciation	Pronunciation difficulties weaken the student's ability to communicate their message.	Many errors in pronunciation make it difficult for the student to communicate most of their message.	A few errors may make it difficult for student to communicate some of what they are trying to say.	Errors in pronunciation don't or only slightly impact the student's ability to communicate.
Fluency	The student pauses and searches for words continually, they use English multiple times and make it difficult for communication to take place solely in French.	The student searches for words many times and has lengthy pauses in their answer, but the student still manages to get their message across.	The student searches for words only a few times, but manages to rephrase and regain confidence.	Student pauses only when intonation and grammar and context require it. Speech flows naturally and easily.
Vocabulary Control	The student could not communicate because of vocabulary errors. Vocabulary was frequently or completely repeated.	Multiple vocabulary errors led to communication breakdown. Much of the vocabulary was repeated.	Only 1-2 major vocabulary errors or 1-2 inappropriate synonyms provided. Some variety of vocabulary and sentence structure included.	No vocabulary errors made; a variety of vocabulary was used.
Grammar Control	Multiple major errors (usually over 8) with the studied grammar structure(s) strongly interfered with the student's ability to communicate.	The student made 3 or more major errors with the studied grammar structure(s). The main point(s) of the message were understood.	The student only made 1 or 2 major errors with the studied grammar structure(s). The student communicated clearly and varied the structure(s).	The student used the studied (targeted) grammar structure(s) correctly. The student varied the sentence structures used.
Culture / Comprehensibility	The student only included a few (1-2) of the studied cultural structure(s) and information. The listener had to interpret most of the message. The student only maintained the correct register about 25% of the time.	The student included some of the studied cultural structure(s) and information. The listener had to make interpretations to comprehend. The student maintained the correct register at least half of the time.	The student included much/many of the studied cultural structure(s) and information. The listener had to make minimal interpretations. The student mostly maintained the correct register.	The student included the studied cultural structure(s) and information. The listener did not have to make any interpretations. The student always maintained the correct language register.

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.

Materials: white board, markers, housing schematics, computer, projector, world map in French, internet connection, Facebook (or Fakebook), computer lab, Guess Who ®, tailor made version of Cluedo ®, apartment schematics (or access to *L'Immeuble*)

Each session is 55 minutes.

Session 1

Review the French speaking world with students.

Review the structures: Je vais au / en / aux / (à) + country (city)
Je viens du / de / des / (de) + country (city)

Play the map games.

First map game: Mimic this structure for students first (calling on individual students in the class). Then have students play in pairs. Have students pick a city. Have students say that they are going to the at city. Their partner must then tell them they are going to the appropriate country (using the correct article).

Second map game: Have students pick a city and write it on a card. They should then circulate around the classroom asking where other students are from (Tu viens d'ou?). The partner student should show their card and answer Je viens de + ville. The other person should then say, oh, tu viens du / de / des + the appropriate country. Students can then ask questions about what language people speak in that country, what kind of housing they have, about their (pretend) family, etc.

Review how to describe people.

Il / elle + est + adj. matched to the gender of the subject.

Play *Guess Who*.

Have students pick a celebrity of any nationality. Show a copy of the French immigration card. Students should try to fill out the immigration card for that celebrity (making up information that they don't know, such as birth date).

Homework: Have students pick a French speaking country (NOT France) and make up a character and passport and Facebook page (or Fakebook page).

A successful character has a culturally appropriate name, a home country (and city/village), an age, a passport (with photo), a Facebook page, a family, a visa (if culturally appropriate), and a reason for moving to Paris.

Session 2

Review asking questions about age, name, and where someone come from, job, earning, hobbies, likes, dislikes, etc.

Give students a chance to introduce their character to each other by circulating and asking and responding to questions.

Target the reviewed structures from yesterday.

Reading Formative Assessment: Distribute immigration forms and give students time to fill them out for their new French speaking character (without looking at their notes). Before distributing, white out the English translation on the form.

Speaking Formative Assessment: While in the computer lab, students should then go through "immigration" (the teacher is the immigration officer). Students who are waiting to go through immigration can:

1. Do research on (traditional) housing in their character's home country and begin to make a small Google ® presentation on the traditional housing in their character's home country (which they will share with the class in session 5)
2. Go to appropriate French house-ad websites (provided by the teacher). There, students should look through the housing ads, noting what kinds of things are listed and begin making a list of vocabulary they can easily understand.

Homework:

Students should continue researching traditional housing in their character's home country.

Students should e-mail a link of one of their character's childhood photos (they can Google ® this).

Session 3

Begin by reviewing personal description, but introducing the new structure:

j'étais + adj. / j'avais + age

The teacher should describe themselves as a child, using the targeted structures. The teacher should display a childhood picture of themselves mixed in with childhood pictures of other the character's as e-mailed by the students. Students should guess which picture is of the teacher.

Then, using the other displayed photos, the teacher should do this activity: "Quand il était petit, il était + adj." OR "Quand il avait + ____ ans, il était + adj." and see if students can then repeat the same phrasal patterns with a partner by referring to the photos. Have students guess which childhood photo belongs to which student character (do not reveal until the last activity).

Then, display some sale ads from France and a layout of a French house and/or apartment (made by the teacher). Use these two items to teach the vocabulary for the different rooms in a French house and associated vocabulary.

Ask students culturally reflective questions, such as: "What differences do you observe between this French house / apartment layout and housing your country?" Have students record their observations in a T-chart.

Formative Speaking Assessment): Have students walk around the room and describe their character (where they from) and what they looked like as children (using the targeted structures "Quand j'étais petit(e), j'étais + adj." OR "Quand j'avais ____ ans, j'étais + adj.") to other students. Have them reveal which character's photo is them (the teacher should redisplay these photos). Which student got the most right? They could be awarded a small prize.

Homework: Students should continue making their traditional housing presentation. Students should study their new vocabulary (housing) and the new structures.

Session 4

Review housing vocabulary by showing students pictures of various rooms and having students repeat the French word for the room.

Have students get an object, such as a pencil, and have them mimic the teacher holding the pencil in different positions around their body, repeating the correct preposition. Go through this several times, varying the response from students. Have students find the correct position and then verify it by looking at the teacher's delayed response. Finally, write the words on the board, check for comprehension, and have students go through a similar activity with a partner.

Split students into groups of 3. Students should make a sketch a figure out of their fellow students on a piece of paper. They should also figure out how to tell each student where to stand (i.e. Estelle est à côté de Nicolas., Nicolas est au coin., etc. Taking turns, the different groups should instruct their fellow students where to stand around the classroom and then reveal their sketch at the end to verify listening and speaking comprehension.

Homework: Students should finish up their small presentation on traditional housing in their "home" country.

Students should sketch a layout of their character's house when they were little and label the rooms and be ready to describe the different rooms in relation to one another. They should also write a small sale ad in French for this house.

Session 5

Display a schematic of a house (pre-drawn or found by the teacher) and have the students describe to a partner where each room is in relation to another (i.e. la chambre est à côté du bureau).

Then, have students take out a scratch sheet of paper. The teacher should then begin to describe themselves and their house (make sure this is a French house—containing distinct French architectural features even if the teacher is not French) when they were a child, using the structure: *Ma maison était + adj. / avait + description / dans ma maison, il y avait + description*. The students should then sketch the layout of the house as they hear the description of it and label the rooms in English (to demonstrate comprehension). Students could equally sketch an appropriate activity for that room. The teacher should then sketch the house on the board and let students compare their sketches. Students should then make observations about this house and housing in their own country and continue their observation T-chart.

Together, with a teacher, students should write a sale ad (in French, using French abbreviations) for the teacher's former house. These should be displayed and peer-edited (and teacher edited).

Then, students should get out their sketch of their character's house in their “home” country. Students should describe their character's house to each other using the targeted structures. Their partner should sketch it. They should then check for listening comprehension. Finally, the partner should write a sale ad (using French abbreviations) and compare it to the one the student wrote themselves.

Cultural and Speaking Formative Assessment: Finally, students should give their presentations about traditional housing in their character's country. This can be done for the whole class, or in groups, depending on time. The presentations should be conducted in French, with adequate pictures to present new vocabulary the students may not be aware of. The rest of the class or group should be keeping observations on their housing T-charts and adding new vocabulary to their vocabulary lists.

Session 6

Students should pick an apartment for their character in the class “apartment building.” Students should be given a description and schematic of their apartment. Students should talk with a partner describing who they live above, next to, and below.

Formative Listening Assessment: The teacher should then distribute a blank schematic of a house. While listening to the teacher describe where rooms are located

in the house (in relationship to each other), students should label the appropriate rooms in French. At the conclusion, students should also write a house ad to sell this house.

Together, the teacher and students should correct the floor plan. Then, the teacher and students should talk about what kind of family might live in this house (how many children might they have? Do they like to cook (i.e. is there a large kitchen?), etc.

The teacher should then present vocabulary about different furniture found in a house.

Homework: Students should write a description of the family that might be looking to buy the house used for the listening activity.

Students should begin to design the interior of their character's apartment and begin to compare it to their character's traditional housing.

Session 7

Students should describe the furniture that is in one of the rooms of their house to a partner. The partner should guess which room they are talking about.

The teacher should go over the family descriptions (homework) with the students. Students should peer-edit. The class should agree on what kind of family would most likely buy this house.

Formative Listening Assessment: Then the teacher should distribute form A and B house plans to pairs of students. The students should label the English copy in French (without using notes) and give the blank copy to their partner. The students should take turns describing where the rooms are in relation to each other. Their partner should label the rooms. Students should then self-correct.

Formative Writing Assessment: Individually, students should write a house ad and a description of a family who might rent their house (the English copy). The teacher should collect these and use them for the formative reading assessment in session 8.

Homework: Students should cut out the furniture for the next days activity.

Students should continue designing their character's new apartment and be prepared to compare it to their character's traditional housing.

Session 8

Students should come to class with their furniture cut out and ready to manipulate. The teacher should begin by reviewing prepositions using an item such as pencil and question / response type of activities with the class. The teacher should then begin to describe where the furniture is in relation to one another. Students should move their furniture around on their sheet as necessary. The teacher should check for comprehension.

During the rest of class time, students should practice doing this furniture / preposition activity with fellow students, should complete the Formative Reading Assessments.

Formative Reading Assessment: The teacher should post a copy of each house layout schematic (labeled 1, 2, 3, etc.) and then should post the house ads (made by the students) (labeled a, b, c, etc.) and the family descriptions (made by the students) (labeled i, ii, iii, etc.) in a random order. Students should read each house ad and family description and match them to the appropriate houses.

Homework: Students should be prepared to present their character's apartment and compare it to their character's traditional housing (**Formative Speaking and Cultural Assessment**)

Session 9

Students should play Cluedo (clue game pre-designed by the teacher to incorporate furniture and rooms studied in the class. One suggestion for continued review is to name each player after a different French speaking nationality (i.e. Mlle Canadienne).

Formative Speaking and Cultural Assessment: The teacher should call students individually. The student should use their character's apartment schematic and present their new apartment to the teacher. They should also compare it to their character's traditional housing (based on their presentation in session 5). Students should use present tense when appropriate and imperfect structures (*quand j'étais petit, ma maison était, il y avait*) when appropriate.

Session 10

Previous to this lesson the teacher should post all of the students' new apartment schematics.

Have students make a list of questions they might ask someone who was buying a house from them. Students should use the formal register.

Sample review questions – Where are you from?
How many people in your family, etc.
How much money do you earn?
What cultural elements are you looking for in a house.

Review nationalities of character's in the classroom. If a family of that nationality moved to the local community, what elements might they be looking for in housing? How would someone ask them those types of questions?

Skit: Have students pretend to be their new character or an apartment renting agency. Have students run through a sample dialog where they wind up renting the apartment

they are now living in. Students should use the formal register and present these dialogs to the class and observing students should assess them using the culminating task rubric (given earlier). Students should incorporate the questions and cultural elements reviewed earlier in the class.

Formative Culture Assessment: If the French colonized the students' local community, how would the housing be different? Students should pretend that their current house was built by a French person. What would be the same? What would be different? Have them present this orally to a partner or to the class.

Homework: Students should go to a website designated by the teacher (sample: <http://www.agent-immobilier-france.com>) that lists houses that are for sale in France. Students should pick one house that is well suited for their character's family (with at least 5 reasons why). They should be prepared to answer detailed questions about their character's family.

Session 11

Culminating task: In the computer lab, students should open the French housing website and should randomly be assigned the role of housing agent or house-hunter. Students should pretend that their character's family is moving to France to join them. Together, they plan to buy a house. Students should have the house picked out (from homework) and a description of their family handy.

Students should then be paired and should go through the role-play of searching for and buying a house. Students should be reminded to use a formal register. A successful housing agent will steer the student to the house that they chose the night before. A successful house-hunter will be able to accurately answer all questions in order to aid the housing agent identify a correct house.

Students should switch roles and partners and repeat the exercise.

Students should record their conversations so that the teacher can accurately assess their knowledge and skills.

At the end of class, students should self assess (using the provided rubric) and should self-reflect on their learning.

Session 12

Students should take the comprehensive test prepared by the teacher for this unit (included below for reference).

A. *L'écoute*

I. Listen to what cities the following people are visiting and indicate what country they are going to visit. Follow the model. (10 points)

ex. You hear: Hélène va à Paris. You write: Elle va en France.

- 1.
- 2.
- 3.
- 4.
- 5.

II. Manuel, an American foreign exchange student, arrives at the Bierry house in Poitiers with his host Marriane. Marriane then takes him on a tour of the house. As you listen to each of their conversations, decide where they are. (10 points, tr: 19)

- 6.
- 7.
- 8.
- 9.
- 10.

III. Listen to the activities that the following people are doing. What room are they in? (10 points)

Ex. You hear: Je fais la cuisine. You write : Je suis dans la cuisine.

- 1.
- 2.
- 3.
- 4.
- 5.

B. *La lecture*

A. B. C. D. E. F.

I. Read the description of the houses for rent and for sale above and read the following description of each family. Tell which house each family should rent/buy. (10 points)

1. _____ Dans ma famille, on est 5. Nous avons trois enfants très actifs et on aime les vieilles maisons.

_____ Je ne suis pas mariée. Je ne gagne (*earn*) pas beaucoup d'argent et je cherche un appartement équipé. Je n'ai pas de voiture.

_____ On est 2, mais on aura (*will have*) un enfant bientôt. On cherche un nouvel appartement confortable avec parking et près du métro. On a seulement une voiture.

_____ Dans ma famille, on est 5. On a 3 fils qui sont actifs et qui aiment jouer au basket. On a souvent des invités à la maison et ma femme aime faire la cuisine.

_____ Dans ma famille on est 3. On a souvent les invités à la maison pour dîner et regarder les films. On aime boire du vin.

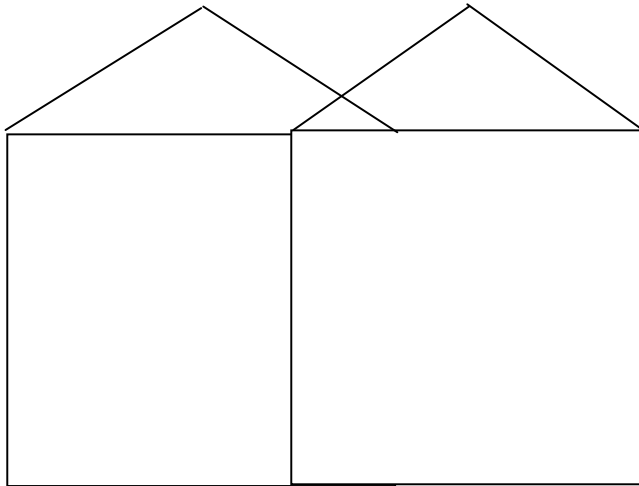
II. Read the following paragraph and underline the verbs in the *imparfait*. (5 points)

a. Quand j'étais jeune, j'habitais un appartement. Dans l'appartement, il y avait une grande chambre, au fond de la chambre, j'avais un lit confortable avec une belle table de chevet (*night stand*) à côté. J'avais deux posters affichés au mur. J'aimais lire donc j'avais beaucoup de livres rangés dans mon étagère à droite de la porte. Par terre, il y avait deux tapis verts. Il y avait une armoire où je mettais mes vêtements près des deux fenêtres. J'avais aussi deux chats noirs qui aimaient dormir sur mon lit.

b. sketch this room based on the description above. (5 points)

C. *La culture*

Use the Venn diagram below to list 10 similarities and differences (total) in français between housing in France and housing in Thailand/your native country (_____) (10 points)



D. L'écriture

You used to live in the apartment listed here:

I. Describe how the rooms were located in relation to one another (using a sketch if you want) using *il y avait* and *était*. (10 points)

II. Pick one of the rooms and describe the room and its furniture using the *il y avait* and *était*. (10 points)

E. L'orale ____ / 10 points Total: ____ / 80 (____ %)