



AERO: SBC Basic Unit

Subject/Course:	French
Grade Level:	8th grade students in their third year of French
Topic/Concept:	Describing Our Class Trip
Estimated Time Required:	6 weeks
Developed by:	C. Shaffer

Desired Results:

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

COMMUNICATION

INTERPERSONAL

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

c. Ask and answer questions about familiar topics such as school events, celebrations, personal opinions, and family, orally and in guided writing.

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.

PRESENTATIONAL

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

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

Comparisons to One's Native Language:

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

a. Understand the necessary grammatical and syntactical functions in languages, and use them in the target language.

CULTURES

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

b. Identify the different environments of the target cultures, and examine the impact of these environments on the lifestyles of the target communities.

CONNECTIONS

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

b. Use the target language to present written and oral reports on topics studied in other disciplines, and vice versa.

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

Important and sometimes subtle differences in speaking about events in time are part of the challenge of language learning.

I already have language and communication skills that I can utilize to add to my knowledge of French.

Structures and writing systems of the target language and English have similarities and differences.

The environment has an impact on cultures and lifestyles of different communities.

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

How do I describe a trip both before I go and after I return?

How do I include information about the different environments we studied during the trip, and explain how that impacts the culture and community I visited in Thailand?

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

How to describe events in both the near future and the past, using the negative and interrogative as well as affirmative forms of the verbs.

How to write a 5-paragraph magazine article, using a wide vocabulary.

How to present written information in a creative, organized and interesting way, using transitions effectively.

How to use the imperfect expression 'c'était' followed by an adjective to give my opinion.

How to connect the culture of the southern Thai people to the environments in which they live.

Evidence of Learning:

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

Students will write an article for a travel magazine describing a trip they took to South Thailand:

Students will talk about plans for a class trip to Thailand before they depart and after their return.

Then they will describe their class trip by writing a 5-paragraph magazine article and give their opinion of the trip.

They will give detailed information about where they went, how, with whom, what they ate, and describe various activities they participated in while there. They will include observations of the Thai environment that they studied while there and the impact on the Thai culture.

These magazine articles will be printed out and displayed on a bulletin board. They will also be linked to each student's school Google Site so their peers, parents and others can read them.

2. Provide the scoring guide/rubric for the culminating task (summative assessment).

Criteria	1 - Attempts the	2 -	3 - Meets the	4 - Exceeds
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	standard	Approaches the standard	standard	the standard
Content	<ul style="list-style-type: none"> Information is incomplete or scanty. (Details and opinion about the trip: travel, activities, and environment). 	<ul style="list-style-type: none"> Most required elements and near adequate information. (Details and opinion about the trip: travel, activities, and environment) 	<ul style="list-style-type: none"> All required elements and appropriate information. (Details and opinion about the trip: travel, activities, and environment) 	<ul style="list-style-type: none"> Contains extra details over and above required elements and rich information. (Details and opinion about the trip: travel, activities, and extensive details on the environment)
Targeted syntax and grammar: use of the past tense with 'avoir' in the affirmative, negative and interrogative	<ul style="list-style-type: none"> Targeted syntax and grammar is used incorrectly. Student makes many errors that interfere with communication. 	<ul style="list-style-type: none"> Targeted syntax and grammar is mostly used correctly. Student makes a few errors, but they generally do not interfere with communication. 	<ul style="list-style-type: none"> Targeted syntax and grammar is used correctly. Student makes errors but they rarely interfere with communication. 	<ul style="list-style-type: none"> Targeted syntax and grammar is used and formed correctly and skillfully. Its use contributes to the impact of the information. Student makes minimal errors that do not interfere w/ communication.
General language usage	<ul style="list-style-type: none"> Student occasionally uses previously learned language correctly and meaningfully. Limited vocabulary, showing no variety. 	<ul style="list-style-type: none"> Student often uses previously learned language correctly and meaningfully. Mostly old or recycled vocabulary. 	<ul style="list-style-type: none"> Student uses most previously learned language correctly and meaningfully. A good mix of new and old vocab. 	<ul style="list-style-type: none"> Student uses previously learned language correctly and compellingly Many new words and expressions.
5 paragraph writing skills	<ul style="list-style-type: none"> Writing shows limited organization and information, lacking a logical structure. There are no transitions between the paragraphs. 	<ul style="list-style-type: none"> Writing is generally organized and informative but lacks a logical structure. The transitions between the paragraphs are poor. 	<ul style="list-style-type: none"> Writing is organized, and informative, follows a logical structure. The transitions between the paragraphs are evident. 	<ul style="list-style-type: none"> Writing is organized, attractive, creative, follows a logical structure and highly informative. The transitions between the paragraphs

				are excellent.

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.

Weeks 1 + 2 (five lessons total of about 85 minutes each)

Answer a list of questions about the plans for the trip, using information previously provided by the class advisors in English. (oral only)

QUESTIONS

1. Où allez-vous voyager ?
2. Quand allez-vous voyager ?
3. Avec qui allez-vous voyager ?
4. Comment allez-vous voyager ?
5. Pour combien de temps allez-vous voyager ?
6. Pourquoi allez-vous voyager ?
7. Qu'est-ce que vous allez faire / manger / boire / voir / écouter / acheter?
8. Allez-vous danser / prendre des photos / s'amuser / bien dormir?

Compare the forms and usage of the present, the near future and the past tense.

Begin to teach the past tense (avoir verbs with regular past participles) (oral only at first)

Use activities in unit 6A of VHL D'accord textbook for more formative assessments.

Play a 'speed dating' game using questions in the near future – students have 3 minutes to ask each other about their plans for the upcoming weekend before changing partners. (oral only : practice of near future)

Formative assessment: HW Make a vocabulary list. Students will create an illustration for at least five of the new words. (exs: scuba diving; cleaning the beach; exploring a cave; making a puppet show; visiting an orphanage; kayaking)

Week 3

Go on the trip

Weeks 4 + 5 (five lessons total of about 85 minutes each)

QUESTIONS

- I. Où avez-vous voyagé ?*
- II. Quand avez-vous voyagé ?*
- III. Avec qui avez-vous voyagé ?*
- IV. Comment avez-vous voyagé ?*
- V. Pour combien de temps avez-vous voyagé ?*
- VI. Pourquoi avez-vous voyagé ?*
- VII. Qu'est-ce que vous avez fait / mangé / bu / vu / écouté / acheté*
- VIII. Avez-vous dansé / pris des photos / bien dormi ?*

Continue to teach and practice the past tense (add 'avoir' verbs that have an irregular past participle)

Activity: Students go around the room asking each other if they have done certain activities **last weekend** (using the past tense and irregular past participles) and place a name in each box of a chart (exs.: Did you do your French homework? Did you read a book? Did you drink wine? Did you put on a tie? Did you write an email?)

Review and refine the vocabulary list made prior to departure adding more according to what actually happened during the trip, **adding the vocabulary of what they learned about the environment.**

HW – prepare for a quiz on the past tense and the vocabulary.

QUIZ – 2 sections: A. comment est-ce qu'on FORME le passé composé? (possible answer: use 2 verbs, one of which is 'avoir' in the present tense, so each subject pronoun has its own form ; use indications of time ; use past participle ; -er = é ; -ir = i ; -re = u ;)
B. Mettez au passé composé: 1. Je bois. 2. Il n'aime pas. 3. Elle attend. 4. Nous dormons. 5. Vous choisissez. 6. Est-ce que tu prends des photos? 7. Les enfants voyagent. (etc.)

Play the same 'speed dating' game answering the SAME list of questions about the trip used when playing the game using the near future, **but** in the past (no verbs using 'etre' on this list). (oral only - practice)

Teach how to write a 5-paragraph magazine article, how to write about the environment. Brainstorm the structure of the composition in small groups.

HW – Create bullet points of notes to use in the magazine article in a small group (possibly one group of boys, one group of girls depending on class size)

Week 6 – 2 or 3 lessons of about 85 minutes each

Teach how to make a transition between paragraphs.

Teach 'c'était'. Students brainstorm various adjectives to use to describe their trip.

Students brainstorm information on the environment that can be included. (This could be used as an extension or 'challenge' activity depending on ability levels).

Students work together in small groups on a rough draft.

Teacher will have a look at it and return it so that each student can finish his/her own magazine article.

HW – finish magazine article by the end of the week. Teacher will print them out and display them outside the classroom for others to read. The students will also add their articles to their individual Google Sites so that their peers, parents, and other adults (possibly their English and Science teachers) will be able to read them.