



AERO:SBC Basic Unit Template

Subject/Course:	French 1 A
Grade Level:	Novice 6th grade
Topic/Concept:	Qui est-ce?
Estimated Time Required:	1 month
Developed by:	Murray

Desired Results:

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

Communication:

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

- a. Understand and use basic age-appropriate courtesy expressions and gestures, and make age-appropriate introductions, presenting classmates, family members, and friends.
- b. Ask and answer simple questions related to familiar and age-appropriate topics (family, school, daily routines and events, familiar objects and possessions, animals, food, clothing, celebrations...).

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

- a. Sing simple songs from the target cultures.
- c. Give show-and-tell presentations.
- d. Produce and present illustrated stories, posters, and age-appropriate reports.

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

- a. Recognize differences between the writing systems of the target language and their own.
- b. Recognize differences between the sound systems of the target language and their own language or dialect.
- c. Recognize simple similarities and differences in the language systems.

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

- Important and sometimes subtle differences between languages are part of the challenge of language learning.
- People are different and similar. We use a variety of adjectives to describe these similarities and differences.

Animals are different and similar. We use a variety of adjectives to describe these similarities and differences.

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

Why do we associate certain animals with certain countries?

Which characteristics/ personality traits do we attach to certain animals? Where do these beliefs come from?

How do we describe people?

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

- Use of être conjugated to describe personality and some physical traits.
- Use of avoir in the present tense to describe age and some physical traits(hair, eye color)
- Animals that are commonly found in Francophone areas.
- An awareness of French characters from childhood literature and TV/films
- Use of masculine and feminine forms and adjective placement behind/before nouns
- How to find and present oral and written information in a creative, organized, and interesting way

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):

You are writing a new video series that will be marketed to French children. You will create new characters that are represented by their choice of clothing color, hairstyle, etc. Your show will be for young children so be sure to use many visual clues as to who is the hero vs. the villain. Each character will have a unique pet that lives with them and their family.

- Create at least 2 new characters who are opposites, each with a pet from their region
- Written information about each one (poster or pamphlet, on-line or computer-based presentation, other (check with teacher)
- An oral presentation where each character is described (oral presentation; video clip, audio clip; other (check with teacher)

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
Content	Display lacks required elements, information is incomplete or scanty	Display contains most required elements and near-adequate information	Display contains all required parts and appropriate information	Display contains all or more required parts and rich information
Targeted language usage Adjectives, endings placement	Adjs. used indiscriminately or incorrectly. Student shows minimal understanding of the forms and placement of adjs.	Adjs. often used correctly. Student appears to partially grasp the use of the forms and placement of adjs.	Adjectives are mostly used correctly. Student appears to understand the forms and placement of adjs.	Adjectives are used and formed correctly and skillfully. Their use contributes to the impact of the information.
General language usage	Student occasionally uses previously learned language correctly and meaningfully.	Student often uses previously learned language correctly and meaningfully.	Student uses most previously learned language correctly and meaningfully.	Student uses previously learned language correctly and compellingly.
Presentation Skills	Display shows limited visual organization & information. Textual information shows limited organization & information	Display is somewhat organized, attractive, informative. Textual information is generally legible, organized, informative	Display is organized, attractive, informative. Textual information is legible, organized, informative.	Display is organized, attractive, creative, highly informative. Textual information is legible, organized, highly informative

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.

Day 1:

Share animal pictures through the room with J'aimeJe n'aime pas
Introduce adjectives and revisit masculine and feminine for both nouns and adjectives.
Expand to 'Il aime, elle aime' with the opinions of classmates.

Day 2:

BD or videos through the room from different countries, Caillou, Tintin
Share souvenirs from different places, stuffed animals. Discuss the geography and cultural significance that students connect to the animals. Students add knowledge of their own culture with childrens' books and legends.

Day 3:

The class creates the perfect friend for Caillou, Tintin,
Adjectives can be used to talk about the friends, practice meaning, spelling and masc./feminine form changes. Add cognates too help compare pronunciation of the languages, reinforce phonetics.

...

Day 4: Create a card game to ask Qui a Tintin? Qui a Caillou? Practice Subject pronouns and avoir agreement. Expand to animals to work with the vocab and gender for a variety of animals.

Day 5: Add the colors of the animals and students share which animals they have for the card game. Students add more details about their animals and switch to a game of charades as they act out the adjectives to show the personalities attached to the noun. Continue to vary the sentences to use all forms of avoir to create sentence examples and oral questioning through the room.

Day 6: Use the cards and images to introduce the forms of ETRE. Use these new sentences to place adjectives after the nouns. Use the colors as students think of visual details that will be attractive and meaningful.

Day 7: Introduce adjectives that are placed before their noun, have students discuss the similarities for these adjectives, why they are placed before their nouns. Practice with sentences that have one adjective, then 2 or more. Try to have as many visuals available to keep students speaking and also seeing the written examples.

Day 9: Share your characters with 2 other classmates. Describe the 2 characters and their pets.
Your 2 classmates will refer to the practice rubric to evaluate your information and provide feedback.

...

Day 14 & 15: Present your display and information to the class.

Day 16: General discussion of unit goals, progress shown, future focus.

(Teacher reviews & evaluates unit, make suggestions for next time)