



# **AERO:SBC Basic Unit Template**

<b>Subject/Course:</b>	<b>French</b>
<b>Grade Level:</b>	<b>11<sup>th</sup> Grade - Beginning /Intermediate</b>
<b>Topic/Concept:</b>	<b>La famille</b>
<b>Estimated Time Required:</b>	<b>5 weeks</b>
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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:**

#### **The Presentational Mode:**

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

g. Prepare and present a research-based analysis of current events from multiple perspectives

### **2. Cultures**

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

d. Hypothesize about reasons behind similarities and differences between the target cultures and the students' own cultures

### **3.Connections**

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

b. Integrate and apply skills from other disciplines, including technology, to target language classroom and activities

**3.2 Students will understand and appreciate the elements of language and culture studied that can only be comprehended in the target language and its culture(s)**

c. Analyze, synthesize, compare, and contrast information collected from multiple perspective and multiple authentic sources.

d. Participate in discussions, forums, interviews, and other authentic exchanges within target language communities.

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

Society is constantly changing.

Language is a key to understanding a culture.

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

-How have changes in society affected family structures around the world?

-How can independence, interdependence, and commitment be developed within the family?

-Can in-depth knowledge of family structures in your countries and in Francophone countries contribute to your understanding of the world?

-Can study of French language provide accessibility to better understanding its culture?

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

Knowledge	Skills	Usage	Vocabulaire/Expressions
Conditionnel présent	I can use the conditional tense to express myself politely in the family even in difficult situations	-Le conditionnel de politesse » s'emploie fréquemment avec les verbes :avoir, désirer, être, pouvoir, préférer, souhaiter, vouloir. Il permet d'atténuer la force d'une demande de service ou l'expression d'une volonté.	-Je voudrais... -J'aimerais... Tu aurais un peu de... -Voudrais-tu... -Pourrais-tu...
Physical description	I can use qualifying adjectives in describing the different family structures and the responsibility of family members.	C'est un mot qui sert à caractériser une personne , une chose/ Il est variable.	Grand, petit, mince, gros, fort, doïud, long, bruns, blonds, blondes sales, tristes, joyeux, timide, grincheux, désagréable
Family evolution over time	Research		- Une famille monoparentale, une famille recomposée, entretenir de bonnes relation avec quelqu'un, le conflit des générations, la cohabitation, bien communiquer avec quelqu'un, divorcer, se déchirer, la solitude, la chaleur humaine)

			- <i>I can look for an authentic article about a problem that modern families are facing for my presentation</i>
Debate	I can use relevant vocabulary and expressions		<a href="https://www.thoughtco.com/opinions-french-expressions-1368695">https://www.thoughtco.com/opinions-french-expressions-1368695</a>

### 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):

#### Presenting and writing a report

**This year the 12th Grade History students are taking a trip to France. In France they will be staying in the homes of local families. The IB French students will give a presentation at a public forum for travelling students, parents and chaperons on the different types of families they might encounter during the trip. The presentation will include helpful tips that will make their stay in those homes smooth and enjoyable.**

The IB French Students will

- read/study/analyze authentic texts talking about families in France
- interview French Natives in our community or those who have traveled to France
- in groups, interpret what they have read make arguments for (explain the message the author wants us to take home) and/or against (or another view point on the situation) what has been read
- comment on how each particular type of family would fit into French society, discussing challenges and advantages
- summarize what they have read and the results of the interviews to create the informative PowerPoint of **Families in France**
- present the **Families in France PPT** to the history tour group, as part of their preparation

## Reflection sheet template

### **Description:**

Give a brief description of the project or activity you have done. When did you complete this piece of work?

**Skills/Standards/Competencies/Personal Traits** used to complete this piece of work.

(IB students can include Approaches to Learning):

### **Strengths:**

What did you like about this project or activity? What were you able to do well?

### **Challenges:**

What did you not like about this project or activity? What problems did you have? Why?

### **Connection:**

What did you learn about yourself? Strengths, interests, preferences, and needs.  
(IB students can reflect on their IB Learner Profile here)

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

<b>Criteria</b>	<b>1 - Attempts the standard</b>	<b>2 - Approaches the standard</b>	<b>3 - Meets the standard</b>	<b>4 - Exceeds the standard</b>								
<b>Poise/ Eye Contact</b>	<p>I show my nervousness, have trouble recovering from mistakes. I make little or no eye contact with the audience, and read the entire report from notes.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">S</td> <td style="width: 50%;">T</td> </tr> </table>	S	T	<p>I display mild tension. I have some trouble recovering from mistakes. I display some eye contact with audience, while reading mostly from the notes.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">S</td> <td style="width: 50%;">T</td> </tr> </table>	S	T	<p>I make minor mistakes, but quickly recover from them; I display little or no tension. I consistently use direct eye contact with my audience, but still return to notes.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">S</td> <td style="width: 50%;">T</td> </tr> </table>	S	T	<p>I display a relaxed, self-confident sense of myself, with few mistakes. I maintain direct eye contact with the audience. I seldom look at my notes.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">S</td> <td style="width: 50%;">T</td> </tr> </table>	S	T
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<b>Elocution</b>	<p>I mumble, incorrectly pronounce terms, and speak too quietly for a majority of students to hear.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">S</td> <td style="width: 50%;">T</td> </tr> </table>	S	T	<p>My voice is low. I pronounce some terms incorrectly. Audience members have difficulty hearing my presentation.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">S</td> <td style="width: 50%;">T</td> </tr> </table>	S	T	<p>My voice is clear. I pronounce most words correctly. Most audience members can hear my presentation.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">S</td> <td style="width: 50%;">T</td> </tr> </table>	S	T	<p>I use a clear voice and correct pronunciation. All audience members can hear my presentation.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">S</td> <td style="width: 50%;">T</td> </tr> </table>	S	T
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<b>Enthusiasm/ Audience Awareness</b>	<p>I show little interest in the topic presented. I fail to increase audience understanding of the topic</p>	<p>I show some positive feelings about the topic. I raise audience understanding of most points.</p>	<p>I show positive interest in the topic. I raise audience understanding of most points.</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%;">S</td> <td style="width: 50%;">T</td> </tr> </table>	S	T	<p>I demonstrate a strong, positive feeling about the topic during entire presentation. I engage the audience and significantly increase their understanding of the topic.</p>						
S	T											

	S	T	S	T		S	T	
<b>Content Understanding</b>	I do not have a real grasp of the information and cannot answer questions about the subject		My grasp of the information is incomplete, yet I am able to answer rudimentary questions.		I am at ease with the information and can answer all or most questions, without elaboration.		I demonstrate full understanding by answering questions with explanations and elaboration.	
	S	T	S	T	S	T	S	T
<b>Mechanics</b> (Usage of conditionnel present and qualifying adjectives)	My presentation has more than four misspellings and/or grammatical errors.		My presentation has no more than four misspellings and/or grammatical errors.		My presentation has no more than two misspellings and/or grammatical errors.		My presentation has virtually no misspellings or grammatical errors.	
	S	T	S	T	S	T	S	T

## **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 & 2**

- Introduce the traditional family: Study of the history of traditional family in France: [https://fr.wikipedia.org/wiki/Histoire\\_de\\_la\\_famille](https://fr.wikipedia.org/wiki/Histoire_de_la_famille)
- Teacher uses his sample presentation of 3 (see below) as a model for students to help them learn the process to;
  - Summarize what they have read
  - Interpret what they have read: arguments for (explain the message the author wants us to take home) and against (or another view point on the situation) what has been read
  - Explain how the situation is viewed in Francophone countries and in their culture
  - Declare where he/she stands on the issue (personal opinion)
- Teacher asks the class to share thoughts or opinions about the 3 texts
- Teacher answer other questions from students

Samples of authentic texts to be used for presentation above

#### **Une famille traditionnelle**

<http://www.lefigaro.fr/actualite-france/2014/02/20/01016-20140220ARTFIG00165-le-pape-francois-defend-la-famille-traditionnelle.php>

#### **Une famille monoparentale**

<http://www.oneheart.fr/news/564c414a8ead0e966348986d/2011-10-03-le-probleme-des-familles-monoparentales#B9gH0C8Kb6>

## **Une famille recomposée**

<http://www.psychologies.com/Famille/Familles-recomposees/Beau-pere-Belle-mere/Articles-et-Dossiers/Reussir-sa-famille-recomposee>

### **Day 3:**

Students will research and study authentic texts about various “family settings” in Francophone countries and bring 3 articles with different points of view on family setting to next class.

### **Day 4**

Students will present an oral summary of their 3 chosen articles from Day 3 stating;

- Why the articles are important?
- What they have in common?
- What different angle/ point of view each article is presenting?
- What help these articles present to keep the family structure alive etc...

### **Day 5**

Students will have discussion on events that have affected and are responsible for family changes over the years.

### **Day 6**

Students will review descriptive and physical adjectives, personality traits and their placements grammatically to aid describing family members and situations.

#### **Placement of adjectives exercises:**

<https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-61478.php>

Il était une fois, un troupeau d'éléphants. De jeunes elephants, de vieux elephants, de grands elephants, des gros et des minces. Des éléphants comme ci, des éléphantés comme ça ou autrement, tous différents mais tous heureux et tous de la même couleur. Tous...sauf Elmer

## Day 7

Listen to and discuss the song **Suzanna** by Francis Bebey:

<https://genius.com/Francis-bebey-la-condition-masculine-lyrics>

## Day 8

Students, in groups, will practice singing and presenting the song in class.

Students will translate the song into English.

## Day 9

### **TOK connection:**

- Using the song, student will discuss “connaître and “savoir”.
- Looking at different ways of knowing: Language, Sense perception, Emotion, Reason, Imagination, Faith, Intuition and Memory.
- How did Francis Babey realize the changes in his family?

## Day 10

### **Formative Assessment:** In-class debate

- Students prepare debate in groups
- Students' debate for or against “*The Modern Family Way*”

### **Debate arguments:**

How do you feel about Francis Babey's complaints?

What do you prefer, the old way of family life or the modern way?

## Day 11

### **Formative Assessment:** Contrast Debate

Now students' will prepare and present arguments ***against*** (contrary to) their initial point of view

## Day 12

**Students study text and answer comprehension questions. Correct and discuss as a class. Depending on perceived student need, the discussion will include a relevant grammar, expression, or presentational focus.**

Étude de texte: Texte B, HL: Samedi après-midi en famille.

May 2014 / Correction et discussion

Étude de texte: -Texte C: Le mentor: une espece en voie d'apparition:

Nov.2014/Correction et discussion

## Day 13

**Students study text and answer comprehension questions. Correct and discuss as a class. Depending on perceived student need, the discussion will include a relevant grammar, expression, or presentational focus.**

Étude de texte D, SL: Les dîners en famille:

May 2015/ Correction et discussion

Étude de texte: Oser vivre ses choix:

Texte C HL, 2012

## Day 14

**Students study text and answer comprehension questions. Correct and discuss as a class. Depending on perceived student need, the discussion will include a relevant grammar, expression, or presentational focus.**

**Les pères changent:**

Étude de texte: Texte C, SL: Une vie de PAF

<http://www.20minutes.fr/societe/1867375-20160616-nouveaux-peres-modele-paternite-ideale-profondement-change>

## Day 15

**Students study text and answer comprehension questions. Correct and discuss as a class. Depending on perceived student need, the discussion will include a relevant grammar, expression, or presentational focus.**

**Est-ce que les mères ont change?**

<http://www.vosquestionsdeparents.fr/dossier/925/mamans-dhier-et-daujourd'hui-quels-changements>

<http://www.mamanpurlavie.com/rester-femme/psycho/6823-portrait-des-meres-d-aujourd-hui.shtml>

## Day 16

**Students study text and answer comprehension questions. Correct and discuss as a class. Depending on perceived student need, the discussion will include a relevant grammar, expression, or presentational focus.**

**Les enfants**

<https://www.reussite-personnelle.fr/parents-modernes-un-grand-danger-pour-ses-enfants/>

Étude de texte: Texte A, SL, May 2015: Le civisme raconté aux enfants

## Day 17 - 19

Students will collate and summarize all their findings from researching text, song, personal interviews, peer opinion sharing and debate into an informative PowerPoint presentation about Families in France.

## Day 20

Students will present their final product of the unit, the **Families in France PPT**, ideally to the history tour group of travellers including teachers, students and parent chaperones, at a school forum in the auditorium; otherwise to the role-playing group of students in the classroom or other suitable venue.