



## **AERO:SBC Basic Unit Template**

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| <b>Subject/Course:</b>          | <b>French Intermediate</b>  |
| <b>Grade Level:</b>             | <b>4</b>  |
| <b>Topic/Concept:</b>           | <b>Home is where the heart is –<br/>Où bat notre coeur, là se trouve le foyer</b> |
| <b>Estimated Time Required:</b> | <b>4 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)?

**COMMUNICATION**

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

**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.**

1.3 Presentational - 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.**

**CULTURES**

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

**a. Identify and describe cultural products, e.g., toys, clothing, types of dwellings, foods, places, monuments, architecture, etc.**

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

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

#### CONNECTIONS

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

**a. Study a variety of content topics in the target language.**

#### COMMUNITIES

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

**b. Practice oral or written use of the target language with family, friends, peers, pen pals; and during after school activities, field trips, school exchanges, etc.**

**b. Research aspects of the target cultures in a variety of media sources.**

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

There are many different factors that affect what a home looks like.

The design of a home is influenced by culture and tradition as well as the local climate, geographical location and availability of materials.

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

What does my home look like?

What types of homes are found in francophone countries around the world?

What materials could be used to build my home in this part of the world (Tunisia)?

How does climate affect the way my house is built?

How does the geographical location influence the way a house is built or designed?

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

To carry out research about dwellings in francophone countries, and specifically in our context – Tunisia

To prepare and perform an oral presentation

To design a brochure that is visually appealing, informative and persuasive

To describe rooms by saying their colour, size and appearance

Use vocabulary related to measurement and area (integrate with Math)

Use adjectives to make it seem appealing

Possessive adjectives – mon / ma / mes

Verbs related to daily activity – dormir, jouer, manger, se laver, etc...

To name some household items and furniture

To describe position of objects and furniture in relation to others

To describe the surrounding area – is there a school nearby? A park? A pool?

## 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):

Draw a picture to show what your ideal home looks like. Design a brochure for a real estate agent to describe your home and make it 'sellable'. Present it to the class.

Include details and answers to questions such as:

- What materials is it made of?
- How big / small is it?
- What does it look like?
- What is the surrounding area like?

**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>  |
|--|---|---|---|--|
| Description of house - Uses varied vocabulary with appropriate word choice for persuasive writing                    | The description is vague and the choice of words is inadequate  | The house is described using some adjectives without attention to detail  | The house is described in detail, with lots of adjectives about size, colour, etc...                                    | The house is described using varied vocabulary with appropriate word choice for persuasive writing                         |
| Linguistic accuracy, adjective agreement, use of grammatical structures  | Student shows a very limited and basic use of language. There are many mistakes in basic grammar constructions.                         | Language used is basic with some inaccuracies. The passage can be understood despite errors                       | Language used is mainly accurate, some minor errors in agreement of adjectives or grammatical structures                | Word choice is accurate, agreement of adjectives and grammatical structures are used correctly                             |
| Culture – identifies / demonstrates an understanding of the factors that affect the design / construction of a house | Student begins to show minimal understanding of cultural influence and other factors that affect the design and construction of a house | Student displays a basic understanding of culture and factors that influence the design / construction of a house | Student displays a good amount of knowledge of culture and factors such as geographical location, climate and materials | Student displays a deep and thorough understanding of culture and factors that affect the design / construction of a house |
| Brochure appearance – visually appealing, house plan labeling  | Brochure is incomplete and has components missing.  | Brochure is visually appealing but is not sufficiently informative or persuasive                                  | Brochure is informative and visually appealing but lacks a persuasive tone.   | Brochure is visually appealing, informative to the reader and persuasive to a buyer  |
| Oral Presentation – eye contact, voice, fluency, intonation  | Student is very hesitant whilst delivering; pronunciation and lack of expression interfere with meaning                                 | Student is somewhat fluent but lacks expression and   | Speaks with good pronunciation and fluency, hesitates rarely and uses expression and                                    | Speaks with near-native pronunciation and fluency, delivers a convincing and persuasive                                    |

|  |  |  |                                    |              |
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|  |  |  | intonation to persuade<br>audience | presentation |
|--|--|--|------------------------------------|--------------|

## **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.

Week 1 (4 lessons + field trip):

- Pre-unit assessment – Brainstorm vocabulary that they already know related to the house and geographical location.
- Listening task formative assessment (attached). Use this to gauge what vocabulary is missing and needs to be explicitly taught. Use attached Powerpoint on 'Quelle sorte de maison' and exercises 'Ma Maison ideale' and 'la chambre de Harry Potter' to review relevant vocabulary
- Field trip to a typical Tunisian home – Emphasize on inquiry. Prepare questions that students might want to ask about the way the house is built, what the surface area is, what materials were used to build the house, how the design of the house is affected by its geographical location, etc...

Week 2 (4 lessons):

- Integrate a lesson on dictionary skills using app on iPads for new words and how to search for information on 'Destiny' software in the library
- Using suitable books from the library, discuss differences between their homes in Tunisia and other homes in francophone countries and other countries around the world. Create a graphic organizer comparing dwellings in the USA, France and Tunisia.
- Other factors and areas for vocabulary expansion – climate, geographical location, possessive adjectives, descriptions, activities etc.

Week 3 (4 lessons):

- Visit by an expert – real estate agent. Estate agent prepares presentation and 'markets' 3 or 4 houses to the students; students have pre-prepared criteria about what their own likes and dislikes are, and try to determine which of the houses best fits their criteria.
- Formative assessment – students write a letter to the estate agent thanking them for their visit and explaining why they chose a particular house and what they liked about it.
- Students begin to plan their own presentations about their ideal house and what it looks like. Ensure that they have sufficient exposure to the vocabulary that they may need related to descriptions, positions, furniture, location, etc... Encourage use of iPads for dictionaries and research. Share rubric and scoring guide so students know the final outcomes they are aiming for.

Week 4 (4 lessons):

- Summative assessment – Design a brochure and then present your 'house for sale' to the rest of the class. Presentations may be recorded on video, these can be re-viewed at a later date with individual students to go over their strengths and areas for improvement.