# UNIT PLAN Your Family, Our Stories DATE July 21

**SUBJECT Core French GRADE: 9 DURATION: 20 Lessons (approx.)**

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| **Desired Results** | |
| **Established Goals (Curricular Competencies)**   * Narrate stories * Use a growing variety of strategies to increase understanding * Exchange ideas and information using complete sentences, orally and in writing: * Ask and respond to questions on familiar topics * Describe people, objects, places, and personal interests * Compare and contrast characteristics of people, objects, places, and personal interests * Describe sequences of events | |
| Understandings  *Students will understand that:*   * Acquiring French provides opportunities to explore our own cultural identity from a new perspective. * Embracing one’s culture is a crucial asset in acquiring a new language. The student’s personal connections will engage them and help with immersive content. * Students will overcome difficulties in French expression when talking a foreign language in front of a classroom. * Presentation and conversation skills in a foreign language will help students combat shyness and promote confidence in a safe environment. | *Essential Questions*   * Where do I come from? What makes me involved with my culture? * Why are French people so proud of where they come from and why do they revere their language? * What is the real importance of family in each person’s life? * Do I have roots in cultures I am not familiar with? |
| *Students will know: (Content)*   * Appropriate descriptions of people will help students with their own descriptions in conversational situations. * Using passé compose appropriately in both speaking and writing. In reading and listening, the students will know the passé compose form. * Describe family members / story in a comfortable environment * Use the verbs avoir and Etre in an appropriate way and in appropriate tense | *Students will be able to:*   * Utilize research skills to find roots to ones culture * Use appropriate language to show in a presentation setting in French to * Build vocabulary skills to appropriate situations * Be familiar in the Passé Composé to express family members, culture and their personal stories. * Be familiar with the website book creator and create their own story |
| **Assessment Evidence** | |
| **Performance Task:**   * The summative assessment for this project will be to use Book Creator to make their own six page story with pictures: (<http://www.redjumper.net/bookcreator/>) This involves all of the elements of what has been taught in the class. This is included on the rubric to be handed out at the beginning of the unit and also used in peer assessment. * (Utilization of passé composé appropriately / using appropriate vocabulary to describe family members / pronoun usage / plurial vs. singular / feminine vs. masculine) * The student will then orally present their book to class entirely in French. They will be graded on their intonation, confidence, image usage, engaging story, grammar, and quality. | **Other**   * The students will have a daily journal where they write five sentences about a member of their family (immediate and extended). There will be a grammar assessment and each day at the beginning of class, the students will have their journal returned to them with corrections. * The unit is primarily concerned with the passé compose and there will be informal quizzes throughout the unit as a self-check. * There will also be informal quizzes on vocabulary relating to the description of people and places. Appropriate handouts will be given in order to help the students prepare for these quizzes. * The students have ample time to work with their partners on their projects in the classroom. They will have peer assessment rubrics before their final presentation on the last day of the unit. |

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| **Learning Plan** | | | | | |
| Lesson **& Date** | **Curricular Competencies** | **Specific Lesson Outcomes**  **SLO (students should be able to..)** | **Activities**  **Teaching Strategies** | **Materials/ Resources** | **Assessment** |
| **Lesson 1** | Recognize the importance of story in personal, family, and community identity  Describe people, objects, places, and personal interests | Understand the basic forms of passe compose  Utilize at least five new vocabulary words they learned in the classroom in their reflection.  Orally recount a story using basic passé compose. | **Hook:**  Watch a film of a young girl (Camille) who lives in Lyon, France. This video is a good representation of an ordinary French life. The video is in English but is a good visual representation of French culture.  <https://www.youtube.com/watch?v=7_8pHuYCyMo>  **Pre Activity:** Use passé compose to answer questions with a partner. Give a handout on basic vocabulary / Passe Compose verbs in both French and English used to describe one’s day in past tense.  **Activity:** Based on the Adventures of Camille, there is a structured handout that the students will fill in based on ‘their day’ – it can be a solo project or can be done with partners if the student’s level is in need of assistance. The student talks about their day and what they did. Near the end of class, the students will tell their story to another pair of students. The best story will be chosen to present to the class. There should be no more than six students who perform for the class as there won’t be much variation in the stories and the students could feel dejected if others are not paying attention to them.  **Post Activity**: 1st journal exercise on the student’s family member. This is for a pre-assessment on the student’s vocabulary and grammar level and should be treated as such. The journals should be handed in at the end of class for teacher assessment. | 1. Video streamer for watching the video.   Passe compose handout for each student | Comprehension questions that the students will be chosen at random to read with their partner.  Students choose the best story to recount to their classmates and then the class if they’re chosen. The teacher will make his or her rounds and listen to see if everyone is on task.  Journal exercise to be handed in at the end of class. |
| **Lesson 2** | Participate in short and simple conversations  compare and contrast characteristics of people, objects, places, and personal interests | Understand the basic forms of passe compose review  describing people, objects, places, and personal interests | **Hook:**  Review quiz on the basic forms of passé compose. Should be done quickly at the beginning of class. This is based on the passé compose handout with both the English and French definitions. Have extras if any students lost their copy. Have students switch their papers and grade orally. This won’t be turned in.  **Pre Activity:**  Today’s lesson is about the descriptions of different people. Students will receive a handout of descriptive words. Each student will then be given a piece of paper with a famous person (French) on it. Ex: Monet, Hugo, Napoleon, Luc Besson, Monica Belluci etc. They have to describe the person to the class using at least three of the descriptive words in the handout.  The teacher should write down appropriate vocabulary on the blackboard.  **Activity:**  Using the journal entries from the previous day, make the students expand on their person with the vocabulary handout they received during the pre-activity. This should take a little time. The teacher should walk around and help the students with their descriptive words and their use of the passé compose. The students can then pair up with a partner they haven’t been with and share their story.  **Post Activity:**  This is a build on the previous journal activity. The students should now choose someone else they admire / family member to write about. The task here is to expand their vocabulary in order to have variation in their word choices in French. Dictionaries are allowed for this assignment. Journals will be handed in to the teacher by the end of class for assessment. | Quiz paper on Passe compose.  Handout on descriptive words for people and pictures of celebrities (at least 25 French celebrities) | Quiz  Oral rendition of famous French celebrities.  Journal activities exercise.  Journals to be handed in to the teacher for assessment both on the revised copy from the 1st lesson and the rough draft of the next lesson. |
| **Lesson 3** | Participate in short and simple conversations | Understand the basic forms of passe compose  describing people, objects, places, and personal interests | **Hook:**  Teacher has all the pictures of celebrities from the previous day. He or she will then describe a celebrity and have five pictures up on the board. The students have to select the corresponding celebrity with the pictures.  **Pre Activity:**  Video in French on my family. Alain le Lait. The students will be able to figure out the family members. This is most likely review for them, but the video is catchy. SIDE NOTE: It is in present tense, not passe compose.  <https://www.youtube.com/watch?v=MFk9YmJv-jc>  **Activity:**  Hand out empty family tree and have the students in French talk about their family. This activity can be done individually or as a group. The major focus is to have the students describe each of these people in a simple form. Hand back the journals from the previous lesson and encourage the students that they can use their writing for help if they chose their family members. When the exercise is finished, the students can post their product on the board so that others can have a gallery walk.  Differentiation: Some students might have trouble identifying family members for personal reasons. If this is the case, then the teacher can have some celebrity family members available to put in the family tree. The exercise can be purely creative and should be guided by the teacher.  **Post Activity:**  Journal should be now based on a funny story involving the described character. This is also a pre-assessment for the following lesson as it does not involve any scaffolding. The journal should be handed in at the end of class. Dictionaries can be used. | Celebrity pictures for hook game  Video streamer for the video  Handouts with empty family tree so the students can decorate. Have room so they can use descriptive words. | Oral review for students on descriptive words.  Review on mere / pere/ oncle / soeur / frère etc.  Teacher can pick favorites during gallery walk and justify why he or she chose them as exemplars.  Take journals for assessment on basic stories. It is a pre-assessment activity as the students will have time in the next lesson to revise. |
| **Lesson 4** | cultural practices, traditions, and attitudes in various Francophone regions  Engage with Francophone communities, people, or experiences | Describing people, objects, places, and personal interests  Expressing opinions  Elements of common types of texts | **Hook:**  Culture in France and culture in your family. Have the students listen to a podcast on a family in France. Have the transcripts ready for them so they can listen along and have some questions on unknown vocabulary words.  <http://www.french-podcasts.com/> (Un marriage civil) Transcript is here: <http://www.french-podcasts.com/wp-content/uploads/2008/07/Mariage_civil.pdf>  **Pre Activity**: Introduce the final assignment to the students and help them come up with ideas on what a good mini-book should look like. Bring some French children’s books as scaffolding so the students can come up with their own ideas. They now have family members they can write about. Now they need an idea from one of the storybooks to stick with and use their family members descriptions as help for their final assignment.    **Activity:**  The students will each have a storybook to keep. This storybook will be scaffolding for the student to use as an idea for their own story for their summative assessment. In order to familiarize themselves with the basic story outline, they will both read the story to a partner and then copy it out in their journal. This might take a few classes in order to complete, but is a good reminder to the student that both reading, speaking and copying is good for familiarizing oneself to the language. The teacher should write a word bank on the board for unfamiliar words the students do not know. Have the students copy these words in their journals for future reference.  **Post Activity:**  The journal entry the students wrote the previous lesson is now corrected and the student can revise their work based on what the teacher has corrected. The student is encouraged to use some ideas from the storybook lesson in order to incorporate their own family members into the story. | Audio listening device so the students can listen/ transcript handouts for pairs so as to save paper.  30 storybooks in French for students  Blackboard for word bank.    Hand back journals. | Having students underline words they don’t know.  Walking about so that the students are doing their work and engaging in French conversation in a respectful manner.  Check for completion of copying the storybook. Storybooks should not be that long.  Collect journals again for revision and check for vocabulary. |
| **Lesson 5** | Recognize how Francophone culture is expressed through creative works  common elements of stories | Describing people, objects, places, and personal interests  Comparing and contrasting  Sequencing events  Expressing simple needs  Expressing opinions | NOTE: This class should be done primarily in English.  **Hook:** How to use Book Creator. This is a link to FAQ’s on the site. <http://www.redjumper.net/bookcreator/faq/>  The book creator website is available for all platforms. The students should book time in the library if they do not have access to a device. There are also youtube.com videos for students to familiarize themselves with the software. This will be a good time to have library time so the students can have a hands on experience to the software.  **Pre Activity:**  Have a storybook ready as an exemplar for the students to look at either on their devices or a projector. By this point in the unit, the students should have an idea, a character and a basic story to base their story on. Hand out the rubric and answer any questions. Have the students work together or in groups to help one another. This is also a good time for the students to familiarize themselves with other resources online that are not mentioned. Each website has to be approved by the teacher.  **Activity:**  Since the students will be overwhelmed, they can have a walkabout and discuss their ideas and storybook choices with their peers and the teacher. Have them sit in another setting (outside or gym- weather permitting.) Since this is a roundtable discussion task, make sure to have an open space and comfortable environment. Hand out a plot diagram for the students and have them write it out in this setting using as much French as they can in their rough draft. This will be used in their final journal entry for the unit.  **Post Activity:**  This is the final entry (teacher should give formative assessment before the students work on the final project. The students should write a 500 word story in French with pictures (jpegs ok) on Book Creator. The journal entry will only be the text. It will be handed in at the end of the lesson. | Internet access and projector available in classroom or in the library  Plot elements of story chart  Storybooks available  Have online storybook available for students to look at.  Access to space outside of the classroom | Have students take notes in their journals which will be checked during the journal assessment.  Rough draft of story should be handed in today. 500 words text. |
| **Lesson 6** | Recognize the importance of story in personal, family, and community identity  Exchange ideas and information using complete sentences, orally and in writing  Narrate stories | describing people, objects, places, and personal interests  an increasing range of commonly used vocabulary and sentence structures for conveying meaning | **Hook:**  The students can have some time to practice with their group members. The teacher will do a presentation for the students to laugh at and release the tension a little bit. Have all necessary technological bases covered before the actual show time. The students can peer assess their classmates at this time and hand in their rubric to the teacher after they finish presenting.  **Pre Activity**:  Have students assess each other as they practice their presentations. If any student is scheduled to perform but does not have their project ready, they can read the storybook they chose on lesson 4. This, of course, will be assessed as such.  **Activity:**  Students get to present their storybooks to the class. The teacher will assess their presentations based on the rubric that was handed out in lesson 5 while the students were working on their rough drafts. This activity will take more than one class to complete.  **Post Activity:**  Pizza party and renditions of the class presentations and stories in passé compose. A game can be played on the descriptions of the students themselves but this needs to be done by the discretion of the teacher and the comfort levels of the class. Journals should be handed back to the students at this time in order to prepare for the next unit. | Get all technological forms in order and have the students prepare with peers.  Collect peer review sheets.  Use individual rubrics for the students  Pizza? | Journals with corrections of rough drafts should be handed back at this time so the students can make necessary changes before the presentation.  Assess students summative according to the rubric they are familiar with.  Get feedback on the unit from the students by playing passé compose game. |

Resources:

Lesson 1: <https://conjuguemos.com/chart.php?language=french&id=17&etre=yes&commands=no&source=public>

<http://www.qcfrench.com/worksheets/VocabularyDescribingPeopleObjects.pdf>

Lesson 2: