Name of Unit: T'es Branché Chapter 1B & C: Ca va? & On va . . . ?

Grade Level: Grade 6 French

Reviewers:

Number of Class Meeting Days: 12

STAGE 1: DESIRED RESULTS:

Established Goals:

In this unit, students will learn to ask how things are going and tell how they are doing. They will learn to use expressions for saying good-bye, discuss **la rentrée** in France and in places where French is spoken in the Francophone world. They will also learn to invite someone to an afterschool activity and accept or decline an invitation from a friend or classmate. They will discuss teens in France and where French is spoken in sub-Saharan Africa and the Caribbean.

Transfer Goals:

Students will be able to independently use their language to . . .

- Develop a global perspective and a greater understanding of self and culture
- Communicate and interact effectively and confidently in authentic contexts.
- Acknowledge the deep interrelationships between culture and language.

<u>Meaning = Understandings (U) and Essential Questions(Q):</u>

• U: Understandings:

- Students will understand that . . .
 - Learning a language enhances their understanding of themselves, their community and the world beyond.
 - The effective use of language-learning strategies and tools helps me to communicate.
 - Learning a language helps them better understand Francophone history and culture (i.e., literature, art, music, food).
 - Through studying French, they will make connections and comparisons about Francophone and American cultures.

• Q: Essential Questions:

- In what ways is learning another language beneficial?
- What skills, strategies, and resources will help me learn another language?

• How can the study of language make me a culturally curious learner?

Acquisition & Skills:

• Students will know that (K) . . .

- there are formal and informal registers in spoken and written French and they will learn different expressions and vocabulary to understand, use and recognize there registers.
- there are many nations and regions where French is a dominant language.
- French plays a varying role in different places around the globe because of historical factors.
- La Negritude was a major literary and cultural movement in the twentieth century that was an important part of the Francophone world.

• Students will be Able To (S) . . .

- o introduce themselves and others in both formal and informal registers
- o respond to an introduction in both formal and informal registers
- o ask how someone is doing
- o tell how they are doing
- o extend, accept or refuse an invitation
- o identify common first names in French-speaking countries
- identify Francophone nations and regions and understand the basic cultural, political and historical role of French in the Francophone world
- Ask how things are going and tell how they are
- Use expressions for saying good-bye, discuss la rentrée in France and recognize places in Europe and North Africa where French is spoken

STAGE 2: ASSESSMENT EVIDENCE

Evaluative Criteria (Rubrics)

- General Rubric:
 - o 20 points:
 - Grammar (5)
 - Vocabulary (5)
 - Organization (5)
 - Initiation, Spontaneity & Self-Correction [Pre-AP language skills] (5)
- Group Work Rubric:

French Class Group Work Rubric Assessment—Group Participation Rubric

Group Name/Number:		
Group Leader:		
Group Recorder:		
Group Presenter(s):		

For each member in your group, evaluate their effectiveness in the following four categories. Total the points on the right.

Group Member Name (Researchers)	Contribution: Provided useful ideas and relevant information.	Working with Others: Listened, shared, and worked well with peers.	Focus: Stayed focused on the task and what needed to be done.	Preparedness: Brought needed materials and was ready to work.	POINTS EARNED
1.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
2.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
3.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
4.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
5.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
6.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
7.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
8.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
9.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
10.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
11.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	
12.	3 2 1 0	3 2 1 0	3 2 1 0	3 2 1 0	

• Speaking Rubric:

- 5 points: Message accurately communicated (good control, ability to circumlocute when necessary, structure correct in areas studied, no major patterns of weakness)
- 4 points: Message almost entirely understood (relevant use of vocabulary, structure generally accurate with a few minor errors, missing some words, may have to repeat some ideas to clarify)
- o 3 points: Generally comprehensible (gropes for vocab. at times, problems with all but basic structures, message carried primarily by vocabulary)
- 2 points: Mis-communicates frequently (depends upon listener for clarification, communicates some ideas, but with difficulty)
- o 1 point: Barely communicates (depends upon listener for clarification, moste sentences are fractured and constructed of words rather than of structures)
- o 0 points: no speech, no effort.

• Writing Rubric:

- o 5 points:
 - content: rich and interesting

- vocabulary: varied, sophisticated, idiomatic
- message: no errors, accurate
- structure: frequent use of complex structures
- o 4 points:
 - content: very good
 - vocabulary: appropriate but predictable
 - message: few errors
 - structure: some complex sentences
- o 3 points:
 - content: adequate
 - vocabulary: adequate
 - message: occasional errors, comprehensible
 - structure: few complex sentences
- o 2 points:
 - content: weak
 - vocabulary: weak
 - message: seldom clear, hindered by pattern of errors
 - structure: few or no complex sentences
- o 1 point:
 - content: misleading
 - vocabulary: inapplicable
 - message: poor, not comprehensible
 - structure: poor sentence construction
- o 0 points:
 - content: little or none
 - vocabulary: little or none
 - message: missing or very little
 - structure: little sentence structure
- French Class Participation Rubric:

Rindge Avenue Upper Campus French Participation Grade Rubric

oace:	date:
teacher.	Class:

Criteria					Points
	4	3	2	1	Point
Amount of French Used	You use French 100% of the class and ask before speaking in English	You use French 80-99% of the class and usually ask before speaking in English	You use French 60-79% of the class and sometimes ask before speaking in English	You use French less than 60% of the class and rarely ask before speaking in English	x,5 =
Level of Engage- ment in Class	You contribute to class by offering ideas and asking questions more than once per class in French. You are almost always on task and actively contributing to group activities.	You contribute to class by offering ideas and asking questions once per class in French. You are usually on task and actively involved in group activities.	You rarely contribute to class by offering ideas and asking questions in French. You are sometimes on task during group activities.	You never contribute to class by offering ideas and asking questions in French. You are rarely on task during group activities.	χ.5 = /20
Listening Skills	You listen when others talk, both in groups and in class. You incorporate or build off the ideas of others.	You listen when others talk, both in groups and in class.	You do not listen when others talk, either in groups or in class.	You do not listen when others talk, either in groups oc, in class. You often interrupt when others speak.	χ.5 =
Behavior	You almost never display disruptive behavior during class.	You rarely display disruptive behavior during class.	You occasionally display disruptive behavior during class.	You almost always disrupt class at least once through your behavior.	x,5 =
Prepara: tion	You are almost always prepared for class with completed assignments. You almost always have appropriate materials out and effectively use them.	You are usually prepared for class with completed assignments. You usually have appropriate materials out and effectively use them.	You rarely have assigned work prepared for class. You often need to be reminded to take out appropriate materials or to try to use them.	You almost never have assigned work prepared for class. You usually need repeated reminders to take out appropriate materials or to try to use them.	¥5 =
		·	TOTAL>>>>>	*************	/100

Assessment (Performance Tasks for Lessons A & B; Transfer Task for Lesson C):

- Dialogue in formal and informal registers written with a partner and presented to the class
- Storyboard for expressions of greeting and making invitations

Other Evidence:

- daily completion of "do now" & "exit ticket"
- daily participation in "question of the day"
- daily participation in "word of the day"
- Unit 1B & C Study Guide: students make a list of all of unit expressions and vocabulary and use it during their quiz
- Unit 1B & C "at-standard" lesson quiz from <u>T'es Branché 1A</u>

STAGE 3: LEARNING PLAN:

Lessons/Learning Activities:

Day 1: Introduction to chapter 1B & C vocab: bonjour, si on va

Do now: write a sentence in French to introduce yourself and state your nationality

Activity: choral repetition of 1B & 1C vocab.; begin making a colorful study guide for new

vocab.: la fiche de vocab unité 1 b & c

Homework: complete 1B & 1C study guide

Day 2: tell how you are doing, well, so-so, or badly

Do now: Write two ways to say "hello, how are you?", one formal and one informal; write at least four different ways to answer the question - to say ok, badly, well, and a couple casual/teen expressions (color in the id card & get ready to use it for the interview in class today)

Activity: (fall 2016: have a class interview to get to know each other)

Homework: workbook p. 6-7

Day 3: Culture reading : Points de départ Leçon B p. 21(Le monde francophone et le français dans le monde!) (lesson plan presentation!)

Do now: write 3 formal words in French; write 3 informal words in French; write 3 places where French is spoken in the world

Activity: Read Points de départ culture reading and answer questions in activity 7 p. 21 Homework: write 3-5 sentences telling what you learned about "Le monde francophone et le français dans le monde!" based on today's in class reading; also do workbook p. 8

Day 4: Dialogue: "Rencontres Culturelles"

Do now: Grab a book from the back of the room & read p. 19 dialogue: "Rencontres culturelles" - what is happening in this dialogue?

Activity: Watch the video of the dialogue; act out the dialogue with a partner; answer comprehension questions on p. 19, act. 6

Homework: write two dialogues - one formal & one informal to say hello, how are you, i am fine

Day 5: Write a dialogue! lesson plan presentation

Do now: Write 3 phrases you might use when you are introducing someone or being introduced to a new friend in French

Activity: with a partner, make a dialogue based on p. 27 act. 16

Homework: practice dialogue at home - you will present it next class!

Day 6: Present your dialogue lesson plan presentation

Do now: practice dialogue with a partner

Activity: present dialogues (while listening, each student makes a list of presenters and two key phrases used during each dialogue presented - students are graded for their listening as well as their presentations!)

Homework: workbook p. 9

Day 7: Rencontres Culturelles

Do now: Read "rencontres culturelles" p. 32

Activity: watch the video of dialogue, act out dialogue with a partner, answer comprehension

questions p. 32 act. 5

Homework: workbook p. 11 (act. 23 = required, act. 24 = extra credit)

7A: Storyboarding

Do now: write an expressions to say the following 1. hello 2. how are you? 3. want to go to the movies? 4. yes, please! 5. no thank you, i must do my homework

Activity: with a partner, create a storyboard illustrating a dialogue with all 5 expressions

(greeting, question, invitation, accept, refusal

Homework: study for 1 b & c quiz

Day 8: Storyboarding

Do now: write an expressions to say the following 1. hello 2. how are you? 3. want to go to the movies? 4. yes, please! 5. no thank you, i must do my homework

Activity: with a partner, create a storyboard illustrating a dialogue with all 5 expressions

(greeting, question, invitation, accept, refusal

Homework: study for 1 b & c quiz

Day 9: Storyboarding

Do now: write an expressions to say the following 1. hello 2. how are you? 3. want to go to the movies? 4. yes, please! 5. no thank you, i must do my homework

Activity: with a partner, create a storyboard illustrating a dialogue with all 5 expressions

(greeting, question, invitation, accept, refusal

Homework: study for 1 b & c quiz

Day 10: Storyboarding

Do now: write an expressions to say the following 1. hello 2. how are you? 3. want to go to the movies? 4. yes, please! 5. no thank you, i must do my homework

Activity: with a partner, create a storyboard illustrating a dialogue with all 5 expressions

(greeting, question, invitation, accept, refusal

Homework: study for 1 b & c quiz

Day 10A: Present Storyboard to the class! (Giant poster Size!) - lesson plan presentation: $\underline{1\ B\ \&}$ $\underline{C\ day\ 10A}$

Day 11: QUIZ

Do now: put study guide on your desk and review it for 2 minutes (not talking or questions)

Activity: take quiz Homework: NO HW

Day 12: Correct your quiz!

Do now: answer questions about how the quiz went, what was hard and what was easy?

Activity: correct your quiz, using an answer key and working with a partner

Homework: NO HW