



AERO:SBC Basic Unit Template

Subject/Course:	French 1
Grade Level:	Grade 9/10
Topic/Concept:	Introduction to French Qui suis-je? Qui est-il? Qui est-elle?
Estimated Time Required:	5 -6 weeks Lessons vary between 80 and 85 mins and meet two or three times per week depending on block schedule.
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Introduction:

The following unit is aimed at students who are in the newly developed High School (HS) French 1 course at the American International School Dhaka (AISD). Most students entering HS have already completed two or three years of introductory language lessons in the Middle School (MS). However, this course is being developed to meet the needs of the following students:

1. Students newly arriving at AISD who have had no exposure to the French language at their previous schools;
2. Students who have had less than a year’s exposure to the French language in MS, but did not attain the benchmarks required to move to French 2;
3. Students who have been at AISD but did not take a world language in MS or Gr 9 in HS as they were enrolled in either English as an Additional Language or Student Support Services which are scheduled simultaneously.

It is important to note that AISD is only beginning to examine the AERO standards and has not yet decided on which standards and benchmarks to use at which Grade or Proficiency Level. As this is a beginning course I have chosen standards and benchmarks that correlate with the end of grade two. Although our main focus will be on Communication and Cultures, I will make connections to Comparisons to One’s Native Culture and Communities when possible.

Desired Results:

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

COMMUNICATION

INTERPERSONAL

1.1 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...).

INTERPRETIVE

1.2 Students will understand and interpret writing and speech on a variety of topics in the target language.

- a. Understand and respond to simple routine oral directions and instructions related to daily classroom activities.
- b. Understand and respond to simple requests in various familiar settings (playground, school, home, public places, etc.).

PRESENTATIONAL

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

- d. Produce and present illustrated stories, posters, and age-appropriate reports.

CULTURES

2.1 Students will demonstrate an understanding of the practices and perspectives of the cultures studied and the relationship between them.

- a. Identify and use patterns of behaviors and interaction in basic familiar settings.
- b. Make and respond to culturally appropriate introductions and understand polite requests.
- c. Use culturally appropriate courtesy expressions.

COMPARISONS TO ONE'S NATIVE CULTURE

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

- a. Recognize common interests and practices of the target cultures and students' own.
- b. Compare daily living patterns and behaviors.
- c. Compare cultural tangible products (toys, clothing, food, dwelling...).

COMMUNITIES

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

- a. Interact in the target language with families, friends or peers, and native speakers.
- b. Use target language inside and outside the class to communicate information on topics of interest.

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

- Learning a language requires open-mindedness, tenacity, self-reliance, reflection and the ability to take risks.
- Effective communication varies according to context and purpose.
- Developing target language proficiency requires extensive input and opportunities to interact in the language.

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

- What strategies and approaches to learning do I need to learn a new language?
- How do greetings and salutations vary according to context and purpose?
- How can I obtain and provide basic information about myself and others?
- How can I communicate in French both within and beyond our community?

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

Knowledge - Students will know ...	Skills Students will be able to ...	Key Vocabulary
<ul style="list-style-type: none"> *subject pronouns; *the French alphabet and names of accent marks; *gender of nouns; *the difference between definite and indefinite articles; *rules for silent letters; *terms for greetings, farewells, and introductions; *expressions of courtesy; *when to shake hands and when to use “la bise”; *common stereotypes surrounding French people; *the numbers 0-60; *the expression il y a; *the expression “tous les deux” *the questions “qui est-ce?” and “qu’est-ce que c’est?”, “quel est ton numéro de téléphone?”, “comment est-il/elle?”, “comment es-tu/êtes-vous?” *terms to identify people; *terms for classroom objects and school supplies; *the present tense of être; 	<ul style="list-style-type: none"> *recognize and use the present tense of être and avoir; *use c’est , ce sont and il/elle est; il y a, voici/voilà; *make basic adjective agreements; *use some descriptive adjectives to describe personalities *use adjectives of nationalities; *identify and use the numbers 0-60; *recognize cognates; *listen for familiar words; *write an informal and formal email with basic information. 	<ul style="list-style-type: none"> Introductions L’alphabet et les accents Numbers 1-60 Les copains - Expressions utiles personality adjectives

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):

[Summative Assessment](#) - Students will be assessed on both Interpersonal and Presentational skills in their final unit assessment.

Part 1: The email.

Interpersonal 1.1a

Communities: 4.1a, 4.1b

This section, combined with Part 3 will be assessed against the *Presentational Task* criteria.

The student will write a short email in French to his/her two interviewees, copying the message to me. In it s/he will:

- a) use an appropriate greeting,
- b) provide an introduction;
- c) ask how their interviewees are;
- d) explain the intention to interview them;
- e) state the time and place they will meet.
- f) thank them and finish with an appropriate salutation.

Part 2: Filmed interview with Francophone or Francophile members of the school community.

Interpersonal 1.1a, 1.1b

Cultures: 2.1a, 2.1b, 2.1c

Communities: 4.1a, 4.1b

Students will conduct and film a brief interview with Francophone or Francophile people at our school in which they will

- * use appropriate formal greetings (ie: using 'vous' to demonstrate respect)
- * ask and answer questions about names, nationalities, ages, a description of personality
- * use être in the present tense.

The students will then upload the recordings to Googledocs after which they will create a QR code for each interview.

Part 3: The report

Presentational 1.3d

This section, combined with Part 3 will be assessed against the *Presentational Task* criteria.

Students will present the information from their interviews in a report using the third person singular to demonstrate understanding of gender and adjective agreement. They will include information on what their personality qualities they have in common with each person. They will include the QR code to their recorded interview so that others may view their presentations.

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

Level 1

Interpersonal Tasks

Student demonstrates speaking and listening abilities with a partner or small group and demonstrates the ability to:

- respond appropriately to simple short phrases
- interact in simple and rehearsed exchanges, using verbal and non-verbal language
- use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- communicate with a sense of audience.

A A-	<p>Mastery of Learning The student:</p> <ol style="list-style-type: none"> 1. responds in detail and appropriately to simple short phrases and basic information in spoken, written and visual text 2. interacts confidently in simple and rehearsed exchanges, using verbal and non- verbal language 3. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics 4. communicates with an excellent sense of audience.
B+ B	<p>Proficient in Learning The student:</p> <ol style="list-style-type: none"> 1. responds appropriately to simple short phrases and basic information in spoken, written and visual text 2. interacts considerably in simple and rehearsed exchanges, using verbal and non- verbal language 3. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics 4. communicates with a considerable sense of audience.
B- C+	<p>Partially Proficient in Learning The student demonstrates the following, with some gaps or assistance required:</p> <ol style="list-style-type: none"> 1. responds appropriately to simple short phrases and basic information in spoken, written and visual text 2. interacts considerably in simple and rehearsed exchanges, using verbal and non- verbal language 3. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics 4. communicates with a considerable sense of audience.
C C-	<p>Progressing in Learning The student:</p> <ol style="list-style-type: none"> 1. responds to simple short phrases and basic information in spoken, written and visual text, though some responses may be inappropriate

	<ul style="list-style-type: none"> 2. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language 3. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics 4. communicates with some sense of audience.
D+	<p>Beginning in Learning</p> <p>The student:</p> <ul style="list-style-type: none"> 1. makes limited attempt to respond to simple short phrases and basic information in spoken, written and visual text; responses are often inappropriate
D	<ul style="list-style-type: none"> 2. interacts minimally in simple and rehearsed exchanges, using verbal non- verbal language 3. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics 4. communicates with a limited sense of audience.
NL	<p>Not Learning</p> <p>The student does not reach a standard described by any of the descriptors above.</p>
NA	Not applicable
I	Insufficient Evidence to determine

Level 1
Presentational Tasks
Student demonstrates the ability to:

- **write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation**
- **organize basic information and use a range of basic cohesive devices**
- **use language to suit the context.**

A A-	<p>Mastery of Learning The student:</p> <ol style="list-style-type: none"> 1. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy 2. organizes basic information clearly and uses a range of basic cohesive devices accurately 3. uses language effectively to suit the context.
B+ B	<p>Proficient in Learning The student:</p> <ol style="list-style-type: none"> 1. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility 2. organizes basic information and uses a limited range of basic cohesive devices accurately 3. usually uses language to suit the context.
B- C+	<p>Partially Proficient in Learning The student demonstrates the following, with some gaps or assistance required:</p> <ol style="list-style-type: none"> 1. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility 2. organizes basic information and uses a limited range of basic cohesive devices accurately 3. usually uses language to suit the context.
D+ D	<p>Beginning in Learning The student:</p> <ol style="list-style-type: none"> 1. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult 2. organizes limited basic information, and basic cohesive devices are not used 3. makes minimal use of language to suit the context.

NL	Not Learning
NA	Not applicable
I	Insufficient Evidence to determine

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.

Materials:

Vista Higher Learning [D'Accord 1 Supersite](#) This website is a password-protected portal that allows students to access the Virtual Interactive Text, interactive assessments, videos, and more. Students will use the hard copy text at school and the v-text at home.

White board (full-size and individual sized); projector; personal laptops; smart phones

Class 1 - Goal of the lesson: 1. VHL Central inscriptions; 2. Become familiar with the online platforms; 3. Recognise and use greetings and salutations in informal and formal settings; brief introduction to final assessment.

After registering for the classroom site on VHL Central, students will take 10 minutes to complete the student tour and familiarize themselves with the online platform.

Teacher will model the use of common greetings and salutations in formal and informal settings using students as examples.

Example #1:

A: Bonjour, je m'appelle Michèle. Comment t'appelles-tu?

B: Je m'appelle Ishmam.

Students will repeat the example to introduce themselves and ask others their names.

Teacher will model the use of more formal greetings and ask students to compare to their own language.

Example #2:

A: Bonjour, monsieur, je m'appelle Mme Curley. Et vous? Comment vous appelez-vous?

B: Bonjour, Mme Curley. Je m'appelle M. Marsh. Enchanté.

Teacher will project an image on the screen of various people in discussions ([D'Accord 1 V-Text Unité 1: Contextes: Pratiquez le vocabulaire](#)). Students will brainstorm what each person might be saying. They will then listen to the audio recordings and repeat what they hear. Further discussion regarding cultural comparisons. Students will role-play the scenes.

Before students leave the teacher will briefly describe the end-of unit summative assessment to explain the purpose and context of learning the vocabulary and grammar in this unit.

Formative assessment: As an exit ticket students must respond to “Comment t'appelles-tu?” and “Comment ça va aujourd'hui?” Teacher will note students' responses.

Homework: Students to review Quizlet activity on [Introductions](#).

Class 2: Goals of the lesson: 1. Correct pronunciation of the alphabet; 2. revision of salutations;

Formative in-class activities:

Complete online activities on VHL Central related to a) identifying greetings they hear; b) choosing the greeting that does not belong; c) reconstructing a basic conversation.

Textbook activities: D'Accord 1 p 5 - L'alphabet: Comment ça s'écrit?

Discussion and modeling of the different letters and accents. Explain homework assignment.

P 6-7 Roman Photo: Au Café: Brainstorm some greetings you might hear. Review [Expressions utiles](#) using Quizlet. Watch the video Au Café and listen for basic greetings. Write them on individual white boards. Watch second time and write down courtesy expressions.

Formative assessment (homework): Students will record themselves on VHL Central saying the alphabet and words starting with each letter. Watch Au Café a second time and write down courtesy expressions.

Class 3: Goals of the lesson: 1. Review alphabet; 2. Understand greetings and courtesy expressions in context. 3. Checking for understanding of material viewed.; 4. Introduction to nouns and articles; discussion of m/f/pl.

In-class activities: Students will complete reading comprehension activities in their textbook related to the video Au Café. Vrai/faux - students answer true or false questions about the characters; 2. Re-watching the clip students identify the names of the character who stated each sentence; 3. Students listen to short video clips and record themselves repeating what is said. Students then practice role playing the scenes from Au Café.

Formative assessment: Sing the alphabet song together. Listen for incorrect pronunciation and make adjustments as necessary.

In groups of 2 or 3, students will create their own short dialogue to present to the class. Students must use the appropriate register of language for each.

Read La poignée de main ou la bise (D'accord 1 p 8). This is a description in English regarding when French people shake hands and when they kiss.

Prior to viewing the video [L'art de la bise](#) on Youtube, explain that the students will not understand all that is stated despite their being French subtitles. Discuss viewing strategies. Students should take notes on what they understand. Following the video discuss the complicated nature of "la bise".

Watch Flash Culture (VHL Central) on socially unacceptable behaviours. Discuss and compare to own cultures.

Read information on p 10 related to nouns and articles. Discuss m/f/pl. Make connections to other languages used by students. Practice aloud changing from singular to plural and vice-versa.

Class 4 - Goals of the lesson: 1. Identify objects as m/f.; 2. Distinguish m/f articles and nouns through listening comprehension exercises.

Discuss definite, indefinite articles. Use photocopied materials from Encore Tricolore 1- Grammar In Action p 6, #1-4. Complete the activities and correct together.

Teacher will model the differences between m/f articles and nouns by holding up objects in her hand and stating sentences such as: "C'est un crayon" and "voici une feuille de papier". After the teacher will randomly select an object and ask students to identify it using the correct article.

Complete listening and reading comprehension activities from VHL Central: Structures: 1A.1 Nouns and articles.

Class 5: Goals of the lesson: 1. Review formal/informal salutations; 2. To learn numbers 1-60; to use the expression il y a (there is/there are)

Oral formative assessment: [Practice two situations](#) between friends: informal; introducing yourself using to a person who is older/in authority.

Introduction to numbers 1-60 (view [video clip for pronunciation](#)) Practice and repeat. Discuss how numbers are written with or without hyphens. Look for patterns. Comparisons to their numbers systems in their own languages. VHL Central activities related to numbers, counting, identifying missing vocabulary words in a number sequence.

Introduce “Quel est ton numéro de téléphone?” Discuss the format of phone numbers in France. Compare (306) 761-2334 (Canada) vs 33.75.08.12.09 (France) vs 0171 339 6674 (Bangladesh). Practice writing and saying phone numbers using simple digits and in double-digits. (Introduce extra numbers larger than 60 as needed to express individual phone numbers).

Formative assessment: Students will record themselves saying the numbers 1-60 and upload this to our class webpage for review.

Class 6: Goals of the lesson: 1. Review #1-60 orally and in writing; 2. Learn classroom objects and how to identify people; 3. Identify question words “qui est-ce?” and “qu’est-ce que c’est?”

Review [numbers 1-60](#):

Formative assessment: Teacher will write a number in words or in digits on the white board and the students will transcribe it on individual white boards. Teacher will orally state a number and the students will transcribe it. Teacher to record results and make corrections as necessary.

Present the vocabulary for [Les objets dans la salle de classe with visuals](#). Students must take handwritten notes on their own copy of [Les objets dans la salle de classe](#). Teacher will verify the proper use of articles and gender. View the video [Dans ma salle de classe](#) by Le Clown Alexandre.

Online activities: Students complete the [Quizlet: Les objets dans la salle de classe](#) and the [Quia: Les Objets dans la salle de classe](#) activities.

Students will complete textbook activities in [D’Accord 1](#) related to classroom objects and numbers.

Class 7 - Goals of the lesson: Applying vocabulary to context.

Review the classroom objects by singing [Dans ma salle de classe](#) by Le Clown Alexandre.

Activity: Dans la salle de classe de (...) il y a...: Students will take photos of a variety of classrooms around the school. These photos will be projected on the screen. Students will identify a variety of classroom objects seen in the photos. What are objects that are commonly found in all classrooms?

The teacher will demonstrate the use of the Annotate feature in the Preview application to show how to label the photos using sentences containing the key phrases “Il y a”, “c’est”, “ce sont”, and “voici”. An example is provided:



Formative Assessment for Homework:

Students take a photo of the contents of their backpack. Using the Annotate feature in the Preview application, students label a minimum of 10 objects. They must use the expressions “il y a”, “voici”, “c’est”, and “ce sont”. They must use a variety of classroom object vocabulary words presented in the unit, making correct use of singular and plurals as well as indefinite and definite articles. I have created two versions, one for true beginners and one for the faux beginners which is slightly more demanding.

[Fr1 Dans mon sac à dos - Directives \(Version A\)](#)

[Fr 1 Dans mon sac à dos - Directives \(Version B\)](#)

Class 8 Goals of the lesson: Introduction to nationalities in m/f forms.

Begin the class with a **formative assessment quiz** - [Les Objets dans la salle de classe](#)

View Preview [vocabulary](#) from [Roman-Photo: Les Copains](#) and complete the accompanying online exercises on VHL Central. Teacher introduces herself “Je m’appelle Madame Curley et je suis canadienne. Monsieur Curley est canadien. Tu es de quelle origine?” The teacher continues to model using the students’ nationalities.

Brainstorm aloud how we would state our own nationalities and origins and add them to the vocabulary list.. The teacher will then write the nationalities and the question “*Tu es de quelle origine? Tu es de quelle nationalité?*” on the white board. The student will respond “*Je suis* (nationality) or *je suis d’origine* (origin).” Practice using *Il est ... Elle est ... Ils sont ... Elle sont ... Nous sommes ...*+ nationality.

Formative in-class assessment: The teacher will model how to write an email in French.

De: Mme Curley mcurley@aisdhaka.org

À: (votre nom et adresse électronique)

Sujet: Je me présente

Bonjour, (prénom),

Comment vas-tu?

Je m'appelle Michele Curley. J'ai 41 ans. Je suis canadienne. Je suis de Smithers, une ville en Colombie-Britannique au Canada.

Et toi? Tu es de quelle nationalité?

A bientôt,

Madame Curley

Students will send a 3-5 sentence email description of themselves to the teacher, stating name, age, nationality, and asking a question about another person's nationality/heritage. Teacher to check for understanding and correct any common errors.

Formative assessment for homework: On our class webpage describe what a "typical French person" might be like. They must look up adjective in French describing a physical or personality trait to write their small description. The purpose of this assignment is to see the vocabulary words they choose and not for the correct grammar use.

Class 9 Goals of the lesson: 1. Review nationalities. 2. Discuss "Un Français Typique" and stereotypes; 3. introduction to the verb être and adjectives.

Begin the class with a formative assessment [FR 1 Formative Assessment: Greetings/Salutations/1-60/nationalities](#) to check for understanding. Correct together and note any difficulties students may have.

Examine the students' descriptions of what they believe a French person may be like. In their textbook [D'Accord 1](#) p 23: Read *SuperDupont*: an article about a French superhero who encompasses many stereotypes of French people. Compare to own cultures. What would a superhero from Bangladesh look like? From America? View [Clichés](#) with French subtitles. Generate a list of adjectives to describe personality and physical form.

Introduce the verb *être* on the board. Students will find examples of where they have seen this verb before. Students to take notes from the board and then describe themselves and one other class member in a brief paragraph using the adjectives generated. Teacher to check for understanding and grammar errors.

Formative Assessment for Homework: Mes amis: Students will take a photo of a group of their multi-cultural friends at school. They will use of the Annotate feature in the Preview application to write sentences stating their names, nationalities, and use at least one adjective to describe each person. The purpose of this is to check for correct m/f/pl adjective agreement. Students will also review how to write an email.

Class 10: Goals of the lesson: Review of être, and adjectives including adjective agreement; introduction of expression "nous sommes tous le deux"; introduction to final assessment of unit.

Students will present their homework from the previous class, introducing the people in the photos. The teacher will ask “Comment est-il? Comment est-elle? Comment sont-ils? Comment sont-elles?” Students will respond using a variety of adjectives. The teacher will write sentences on the boards with incorrect adjective agreement and have students identify the errors and explain the corrections needed.

The teacher will present a photo of a friend and herself. She will describe her friend with a variety of adjectives, then use adjectives to describe things they have in common. The teacher will introduce the expression “nous sommes tous les deux” on the board. Each student will repeat the process describing a friend and their commonalities.

The teacher will present the final assessment task to the students. Students will have time to [practice interviewing a fellow class mate](#) using both informal and formal language. The teacher will circulate during this time to assist in pronunciation and clarify any questions they may have.

Before leaving for the day students will complete Part 1: The Email of the final assessment. The teacher will have pre-arranged appointment times with students and teachers and instructed the volunteers to reply in simple sentences to the French 1 students.

Class #11 Final assessment of unit.

During the lunch hour and final class period the French 1 students will interview their chosen person. The interview will be recorded on their smart phones. Students will return to class to complete their interview poster for submission at the beginning of the next class. They will print one copy of their report for display on the bulletin board.