



AERO:SBC Basic Unit Template

Subject/Course: French / Spanish

Grade Level: Grade 8 (Two to three years of experience)

Topic/concept: Talking about myself & my surrounding.

Estimated Time Required: One week and a half

Desired Results:

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

- Give personal information about themselves, their family members, friends and community members.
- Present and describe themselves, their family members, their friends and community physically and personality
- Express likes and dislikes when talking about family, friends and community

Standards & Benchmarks:

Communication:

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

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

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

Culture

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

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

Community:

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

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

- * Describing
- * Presenting

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

- * What type of person are you (gender, looks, personality)?
- * What are the characteristics (both physical and personality) of your family members, friends & community?
- * How is your relationship with your family, friends & community?

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

- * Vocabulary (Family members and community)
- * Grammatical tools
 - Nouns
 - Adjectives
 - Verbs describing likes and dislikes (French: Aimer, Detester, Preferer...)/
Spanish: gustar [positive and negative], preferir)
 - Copulative verbs (French: Etre / Spanish: Ser)
 - Tenses (Mainly present tense and possible imperfect)
 - Sentence structure

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:

Formative Assessments:

- * Oral / Class participation → Ask and answer questions:
 - 1- To the teacher while presenting her/ his family
 - 2- To the presenter while presenting his / her family
 - 3- Among each other while creating the invented family as per the given poster.
- * Speaking and presenting →
 - 1- Make up a family as per the given poster by the teacher.
 - 2- Do a small diagram of your family and community
 - 3- Interview two native speakers (In or out of school)
- * Writing
 - 1- Quiz on creating a fictitious character based on a given photo.
- * Listening
 - 1- While the teacher presents his/ her family
 - 2- While the presenter talks about his/ her family
 - 3- While interviewing the two native speakers and having feedback from them.

Summative Assessment

1- Final project where students will make a family diagram giving all the details about themselves, their family, friends and community members. The students are expected to listen to their classmates presenting and ask them questions.

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

SPEAKING RUBRIC				
Criteria	1 – Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Vocabulary	Inadequate and/or inaccurate use of vocabulary.	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this level.	Rich use of vocabulary.
Mechanics	Inaccurate spelling, use of diacritical marks, Punctuation, and/or capitalization.	Somewhat inaccurate spelling, use of diacritical marks, Punctuation, and/or capitalization.	Mostly accurate spelling, use of diacritical marks, Punctuation, and/or capitalization.	Inaccurate spelling, use of few or no errors in spelling, use of diacritical marks, Punctuation, and/or capitalization.
Language control	Inadequate and/or inaccurate use of basic language Structures.	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures.
Level of Discourse	Predominant use of complete yet repetitive sentences; No or almost no cohesive devices.	Use of complete sentences, some repetitive; few cohesive Devices.	Emerging variety of complete sentences; some cohesive Devices.	Variety of complete sentences and of cohesive devices.
Comprehensible	Text barely comprehensible.	Text mostly comprehensible, requiring interpretation on the part of the reader.	Text comprehensible, requiring minimal interpretation On the part of the reader.	Text readily comprehensible, requiring no interpretation On the part of the reader.
Task	Minimal completion of the task and/or	Partial completion of the task; responses mostly	Completion of the task; responses appropriate and	Superior completion of the task; responses

completion	responses Frequently inappropriate.	Appropriate yet undeveloped.	Adequately developed.	Appropriate and with elaboration.
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WRITING RUBRIC				
Criteria	1 – Attempts the standard	2 - Approaches the standard	3 - Meets the standard	4 - Exceeds the standard
Vocabulary	Inadequate and/or inaccurate use of vocabulary.	Somewhat inadequate and/or inaccurate use of vocabulary and too basic for this level	Adequate and accurate use of vocabulary for this Level.	Rich use of vocabulary.
Pronunciation	Frequently interferes with communication.	Occasionally interferes with communication.	Does not interfere with communication.	Enhances communication.
Language control	Inadequate and/or inaccurate use of basic language Structures.	Emerging use of basic language structures.	Emerging control of basic language structures.	Control of basic language structures.
Fluency	Speech halting and uneven with long pauses or Incomplete thoughts.	Speech choppy and/or slow with frequent pauses; Few or no incomplete thoughts.	Some hesitation but manages to continue and Complete thoughts.	Speech continuous with few pauses or stumbling.
Comprehensible	Responses barely comprehensible.	Responses mostly comprehensible, requiring Interpretation on the part of the listener.	Responses comprehensible, requiring minimal Interpretation on the part of the listener.	Responses readily comprehensible, requiring no Interpretation on the part of the listener.

Task completion	Minimal completion of the task and/or responses Frequently inappropriate.	Partial completion of the task; responses mostly appropriate yet undeveloped.	Completion of the task; responses appropriate and Adequately developed.	Superior completion of the task; responses appropriate and with elaboration.
Grammatical tools	Sentence structure, usage of verbs, nouns & adjectives is inadequate	Sentence structure, usage of verbs, nouns & adjectives is somewhat inadequate	Sentence structure, usage of verbs, nouns & adjectives is adequate	Sentence structure, verbs, nouns & adjectives is perfectly used

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.

Introduction:

This mini unit will be done in the beginning of the school year as a revision to how students will present themselves, their family, friends and community members. Students were exposed to the vocabulary & mechanics in previous years but we will have a revision session right before starting this unit.

Time: 6 sessions, each one 45 minutes for one week and a half.

Material:

- * White board
- * Revision vocabulary sheet (Family members, adjectives describing physical appearance, adjectives describing personality etc)
- * Revision grammar sheet
- * Rubrics
- * Family poster
- * Overhead projector
- * PCs
- * Activities sheets
- * Books
- * Dictionaries
- * Flashcards

Session 1 → Revision of family vocabulary as well as grammatical structures: The teacher will distribute the revision sheet to the students after being grouped in groups of three; they will read the vocabulary together while teacher circulating. After ten minutes, the teacher & students will sit in a circle and does memory game with flashcards on the given vocabulary.

Session 2 → The teacher will present himself/herself to the students. He/she will talk about his/ her family, friends and community members.

The students will take notes and ask questions to the teacher about his/her personal information

Session 3 → The teacher will show a photo of different families in a specific neighborhood. He/She will pair up the students, allocate a family for each pair and they will sit together and describe each member of this family. This activity will allow the students to interact and communicate between each other.

Session 4 → Each pair will present the family they had to describe.

Session 5 → The teacher invites a native speaker to present his/ her community. Students are expected to ask questions.

As homework, each student should interview a native speaker student of the target language. The students will have a rubric with the expected requirements.

Session 6 → Individually, each student will work on the final project, creating a diagram of his / her family and community describing them in details. A rubric is distributed before hand.

The requirements for the final project are:

- * Describe yourself physically & personality
- * List your family member & describe each one of them physically and personality
- * Talk about your community members and describe them as well
- * Talk about your relationship with your family members, friends and community members giving reasons why you like him / her or dislike him / her.
- * Prepare the diagram (Poster, power point, or a 3D model)

FINAL WRITING ASSESSMENT

I- Look at the pictures, choose one of them and create a story imagining he / she is a member of your family. Describe in details his / her physical aspects and character (Remember to talk about personal information like age, relationship to you, profession, physical appearance etc...).

