

**Name of Unit: T'es Branché Chapter 1B & C: Ça 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.

**Meaning = Understandings (U)and Essential Questions(Q):**

- **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 these 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 Négritude 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) . . .**
  - introduce themselves and others in both formal and informal registers
  - respond to an introduction in both formal and informal registers
  - ask how someone is doing
  - tell how they are doing
  - extend, accept or refuse an invitation
  - 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:
  - 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)
- 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)
- 1 point: Barely communicates (depends upon listener for clarification, most sentences are fractured and constructed of words rather than of structures)
- 0 points: no speech, no effort.

● Writing Rubric:

- 5 points:
  - content: rich and interesting

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

- French Class Participation Rubric:



### **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: [1 B & 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