

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary. Many more GaDOE approved instructional plans are available by using the Search Standards feature located on GeorgiaStandards.Org.

French II Unit 1 A Day in the Life. . . (Daily Activities)

How to Use this Unit

This unit was developed using the principle of beginning with the end in mind. In other words, the end-of-unit assessments were developed first, based on the current Georgia standards for Modern Languages. Those standards were developed and adopted in 2002 and can be accessed in their entirety at the following URL:

www.georgiastandards.org

To use this unit, follow these steps:

1. Read over the unit in its entirety.
2. Decide which of the **Summative Performance-based Assessment Tasks** you will use to assess student performance at the end of the unit.
3. Based on that choice, review the **Interdisciplinary Instructional Tasks**, decide which ones you will use, and in what order.
4. Review your draft unit plan, the **Standards and the Corresponding Essential Questions**, and the **Language Structures Needed for this Unit**. Identify any standards that are not addressed or other gaps in instruction and design appropriate **Interdisciplinary Instructional Tasks** to address those standards and/or instructional gaps.
5. Review the list of **Formative Assessment Tasks** and decide which ones you will use to assess student progress during the unit. Be sure to choose tasks that will reinforce student performance on the **Summative Assessment Tasks**. Design your own tasks as well!
6. Review your entire Unit and Identify the materials and resources you need to teach it.
7. Have fun teaching a performance-based unit!

Essential Questions: What roles do leisure activities play in the lives of students in French-speaking countries?

What students will be able to do

Elements

- MLII.IP1A Express needs and preferences
- MLII.IP1B Express feelings and emotions
- MLII.IP1D Give descriptions
- MLII.IP1F Ask questions and provide responses based on topics such as self, others, and the immediate environment

- MLII.IP1G Ask questions and provide responses about plans and events
- MLII.IP2A Initiate, participate in, and close an oral or written exchange
- MLII.IP2D Demonstrate Novice-Mid to Novice-High proficiency in oral and written exchanges with respect to proper pronunciation, intonation, and writing mechanics.

- MLII.INT1A Identify main ideas and essential details when reading and listening
- MLII.INT1D Demonstrate Novice-Mid to Novice-High proficiency in listening, viewing and reading comprehension
- MLII.INT2A Differentiate among increasingly complex statements, questions, and exclamations.

- MLII.P1A Relate main ideas and essential details from level-appropriate print or non-print material
- MLII.P1C Write short, organized compositions, using visual and technological support as appropriate.
- MLII.P1E Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentations with respect to proper pronunciation, intonation, and writing mechanics.

- MLII.P2B Demonstrate comprehension of material
- MLII.CCC3B Use level-appropriate idiomatic expressions in the target language

What students should know

- Reflexive verbs (related to daily routine)
- Vocabulary related to: time, clothing, hygiene, food, sports, school, daily tasks, weather
- Present tense
- Preterit tense (optional; intended only as lexical items)
- Il faut + infinitive/ devoir + infinitive
- Transitions of time: ensuite (then), puis(next), après (after), avant (before)
- Aller + infinitive (going to do something)
- Negation of sentences
- Comparisons of equality/inequality: as . . . as; more/less . . . than

Summative Performance Based Assessment 1

Elements: MLII.IP1A, MLII.IP1B, MLII.IP1C, MLII.IP2D

Mamie, est-ce que tu ne comprends pas? (Grandma, can't you understand?)

Student Task

Your parents are out of town this week, and your French-speaking grandmother has come to stay with you, but she has VERY different ideas of how you should live your life than what you are used to doing. She has given you a schedule for before school, after school and even laid out the clothes you are to wear. Look at the schedule for the morning and the clothes and then explain to her what you usually do and wear. You can worry about the afternoon when you get home from school. Start by saying “Mamie/Mémé (grandmother), this is not what I usually do. Normally I” and describe your regular morning routine.

In the morning

5:00 Wake up
5:10 Shower
5:20 Get dressed
5:30 Breakfast
5:45 Study
6:30 Bus

Clothing (for a boy)

white shirt
tie
formal jacket
khaki pants
black socks
penny loafers

Clothing (for a girl)

flowered blouse
long black skirt
white socks
black shoes

Scoring Rubric

3 Exceeds Expectations

- Addresses each pre-school activity and all of the articles of clothing
- Uses 9 or 10 complete sentences with no hesitation
- May have few errors in vocabulary and pronunciation, but they do not impede comprehensibility

2 Meets Expectations

- Addresses 4 of the pre-school activities and 4 of the article of clothing
- Uses 7 or 8 complete sentences with only slight hesitation
- May make some errors in vocabulary and pronunciation but meaning is comprehensible

1 Approaches Expectations

- Addresses 2 or 3 of the pre-school activities and some articles of clothing
- Uses 5 or 6 sentences which may be fragmented and with hesitation
- Errors in vocabulary and pronunciation impede comprehensibility

U Does not meet Expectations

- Addresses only 1 of the pre-school activities and almost none of the articles of clothing
- Uses mostly fragments and single words with great hesitation
- Errors in vocabulary and pronunciation make comprehensibility impossible or nearly impossible

Summative Performance Based Assessment 2

Elements: MLII.IP1D, MLII.IP1G, MLII.IP2D, MLII.CCC3B

But I have so much to do!

Student Task

You have just arrived home and your host mother is furious because she got a call from the school saying that you missed first period and now you are going to have after-school detention. She can't understand why you were late because, when she left for work this morning, she had already spoken to you and knew you were awake. Tell her what happened, including when you actually got up and what problems might have arisen to cause you to be late.

Scoring Rubric

3 Exceeds Expectations

- Identifies five or more things done between getting up and arriving at school
- Uses at least 10 complete sentences with little hesitation.
- May have errors in pronunciation and usage, but they do not impede comprehensibility.

2 Meets Expectations

- Identifies three-four things done between getting up and arriving at school.
- Uses 8-9 complete sentences with slight hesitation.
- May have errors in pronunciation and usage, but they do not impede comprehensibility.

1 Approaches Expectations

- Identifies two things done between getting up and arriving at school.
- Provides 5-7 responses which may be fragments with hesitations.
- Errors in pronunciation and usage impede comprehensibility.

U Does Not Meet Expectations

- Identifies only one thing done between getting up and arriving at school
- Uses mainly sentence fragments with frequent hesitation.
- Significant errors in pronunciation and usage make comprehensibility almost impossible

Summative Performance Based Assessment 3

Elements: MLII.IP1A, MLII.IP1B, MLII.IP1D, MLII.IP1F, MLII.IP1G, MLII.IP2A, MLII.IP2D, MLII.P1C, MLII.P1E

Je suis désolé(e), mais . . . (I'm sorry, but . . .)

Student Task

One of your new friends that you have met on your exchange program wants you to go to the mall with him/her this afternoon, but you just aren't going to be able to because of everything you have to do. You're taking advantage of your time in Study Hall to write a note telling all the things you have to do this afternoon that keep you from getting to go. Be sure to let him/her know how sorry you are that you can't go and suggest another day and time that would be convenient.

Scoring Rubric

3 Exceeds Expectations

- Gives five activities that must be done this afternoon
- Writes 9-10 complete sentences with appropriate transitions
- Errors, if any, in vocabulary and usage are minimal and do not impede comprehensibility

2 Meets Expectations

- Gives three-four activities that must be done this afternoon
- Writes 7-8 complete sentences with transitions
- Errors, if any, in vocabulary and usage do not seriously impede comprehensibility

1 Approaches Expectations

- Gives two activities that must be done this afternoon
- Writes 5-6 sentences which may or may not be complete, minimal use of transitions
- Errors in vocabulary and usage cause confusion on the part of the reader

U Does Not Meet Expectations

- Gives only one activity that must be done this afternoon
- Sentences are incomplete
- Vocabulary and usage errors completely impede comprehensibility

Summative Performance Based Assessment 4

Elements: MLII.IP1B, MLII.IP1C, MLII.IP2A, MLII.IP2D, MLII.INT1A, MLII.INT1D, MLII.INT2A, MLII.P1A, MLII.P1C, MLII.P1E, MLII.P2B

Faire du baby-sitting/ Garder des enfants (Baby-sitting)

Student Task

You have promised your next-door neighbor that you will take care of her children this afternoon from the time they get off the school bus until she gets home after a dinner meeting. [Your neighbor speaks virtually no English, knows that you are a good French student and prefers to communicate with you in French.] She is very careful about her children, so she has written everything out and then called and left a message to your cell phone's voice mail box. When you get to the house, you see that the children have spilled something on the written message and parts are missing. Listen to the voice message and fill in the blanks as to what the afternoon and evening's schedule is.

French example of the teacher audio text:

Voilà les choses importantes pour aujourd'hui. Le bus va arriver à 15h30. Les enfants vont avoir faim. Il y a du lait et du jus d'orange dans le réfrigérateur. Susan doit boire du jus d'orange parce qu'elle est allergique au lait. Paul peut boire les deux. Je préfère qu'ils mangent des aliments bons pour la santé et il y a des pommes, des bananes et du raisin. Ils ne doivent pas trop manger parce qu'ils vont dîner à 18h00. Après avoir mangé, ils doivent sortir jouer. Tu dois rester avec eux quand ils jouent sur les balançoires et le tobogan. Ils n'ont pas le droit de grimper aux arbres. C'est très dangereux. S'il pleut, ils peuvent jouer à des jeux de société ou lire au salon, mais ils ne doivent pas regarder la télé. Le dîner est à 6h00. Il y a de la salade de poulet et des petits pois au frigo. Utilise le four à micro-ondes pour réchauffer les petits pois. A la fin du repas, Paul et Susan savent qu'il faut quitter la table et mettre la vaisselle dans le lave-vaisselle. A 18h45, ils doivent commencer leurs devoirs. Ils sont jeunes donc, en général, ils n'ont pas beaucoup de devoirs. S'ils ont des problèmes, j'espère que tu peux les aider. A 19h45, ils doivent se préparer à aller au lit. Ils savent prendre leur douche et mettre leur pyjamas tous seuls mais n'aiment pas se brosser les dents. Il va donc falloir que tu les surveilles. Il doivent utiliser du dentifrice et du fil dentaire. Ils vont au lit à 20h30. Je vais rentrer à 21h00. Appelle-moi au 06.24.45.65.77. s'il y a des problèmes.

English translation:

These are the important things for today. The bus will arrive at 3:30. The kids will be hungry. In the refrigerator are milk and orange juice. Susan has to drink orange juice because she has allergies to milk. Paul can drink both. I prefer that they eat something healthy and there are apples, bananas and grapes. They shouldn't eat too much because dinner will be at 6:00. After they eat, they should go outside to play. You need to be with them when they play on the swings and slide. They are not allowed to climb the trees. It is very dangerous. If it rains, they can play board games or read in the living room, but they shouldn't watch the television. Dinner is at 6:00. There is chicken salad and green peas in the refrigerator. Use the microwave to warm up the peas. After eating, Paul and Susan know to leave the table and to put their dishes in the dishwasher. At 6:45, they should begin homework. They are young kids so, in general, they don't have much homework. If they have problems, I hope you can help them. At 7:45, they should get ready to go to bed. Both of them know to shower and to put on their pajamas, but they don't like to brush their teeth. So, you'll have to watch them. They need to use toothpaste and dental floss. They go to bed at 8:30. I'll arrive at 9:00. Call me at 678-910-1666 if there are problems.

French example for the student text:

Les enfants vont rentrer à _____.

Comme boissons, il y a _____ et _____.

Susana ne peut pas boire _____.

A manger, il y a _____.

Pour jouer dehors, il y a _____ et _____.

En cas de pluie, ils doivent _____ ou _____.

Le dîner est à _____.

Au dîner ils mangent _____ et _____.

Les petits pois se réchauffent au _____.

_____ et _____ quittent la table et mettent la vaisselle dans le lave-vaisselle.

Ils commencent leurs devoirs à _____.

Ils doivent se préparer à aller au lit à _____.

Il n'est pas nécessaire de les aider à _____ ni _____.

Tu dois les aider à _____.

Ils se couchent à _____.

Je rentre à la maison à _____.

English example for the student text:

The children arrive home at _____.

To drink there is _____ and _____.

Susan can't drink _____.

To eat there is _____.

In case it rains, they should _____ or _____.

Supper is at _____.

For dinner there is _____ and _____.

The green peas can be cooked in the _____.

_____ and _____ leave the table and put their dishes in the dishwasher.

They begin homework at _____.

They get ready for bed at _____.

You don't need to help them with _____ or _____.

You need to help them with _____.

They go to bed at _____.

I'll return home at _____.

Part II: The children's mother got home later than she expected, and it was too late for you to give her a report on how things went, so you told her you would write her an e-mail. Write, telling her how everything went, what the children ate and drank, what they did, and whether they did everything on time. Also, let her know how you feel about baby-sitting for these children again and why.

Scoring Rubric

3 Exceeds Expectations

- Fills in 20 or more of the blanks with correctly spelled words
- Writes 9 or more complete sentences with appropriate transitions
- Spelling and usage may contain errors but do not affect comprehensibility

2 Meets Expectations

- Fills in 15 to 19 of the blanks and spelling does not hinder comprehensibility
- Writes 8 sentences with transitions
- Spelling and usage errors do not affect basic comprehensibility

1 Approaches Expectations

- Fills in 10 to 14 of the blanks, but spelling hinders comprehensibility
- Write 5-7 sentences which may be fragmented
- Spelling and usage errors affect comprehensibility

U Does Not Meet Expectations

- Fills in 9 or fewer of the blanks with many misspellings
- Writes four or fewer sentences which are fragments
- Spelling and usage make the text incomprehensible

Interdisciplinary Instructional Tasks

Interpersonal Communicative Tasks

- 1. How late can I sleep? (Math)** You are reluctant to wake up any earlier than you absolutely have to in order to get ready for school. In your host country, the bus comes to your house at 6:30. Make a list of all the things you do after you get out of bed before the bus comes and how long it takes you to do them. Add the time and calculate back from 6:30 to find out when you need to get up. Share this with your friend to see who gets to sleep later (FRII-1 Act1).
- 2. How you have grown! (Science)** You realize you must be getting bigger because your slacks and shirts seem to be getting shorter. Calculate your new height as if you lived in Belgium (metric system). After you have done this, survey five of your classmates to see their heights to see who has grown the most. (Teacher note: You will need several yard sticks. Students can estimate last year's height and weight, if they do not know.) The following site will help with conversions: <http://www.worldwidemetric.com/metcal.htm> (FRII-1 Act 2)
- 3. What do we like to do? (Math)** Students will make a survey of the class to see what school activities are done before/after school and then use that information to make a bar graph of participation in these activities. The teacher will make a bar graph on the overhead using the information the students give her. Then the class will talk about reasons why certain activities are most/less popular than others.
- 4. Let's guess! (Math)** Each student will draw a slip of paper from a bag with one activity on it (French example: se lever à 6/get up at 6) [Teacher will need to create these slips of paper]. He/she will turn that activity into a question and ask it of every student in the class. He/she will then calculate the percentage of students in the class that do that activity. When all students have finished their calculations, divide the class into teams of three or four. Then each activity will be presented to the class, and the teams have to guess the percentage of students that do the activity. No one on a team can guess the percentage of any of the activities from his/her team. The teacher can award small prizes for the team who gets the most correct answers.

5. **A perfect day (Language Arts/Art)** We all know what we have to do every day, but what about on a perfect day? What would you do then? Draw a picture of your activities (at least five) on a perfect day. Then find a companion and swap pictures. You will interpret each other's pictures by saying what your companion would do on a perfect day so that you can see how well you expressed yourself artistically. Be sure to let each other know how correct you were.
6. **Where is it? (Language Arts/Geography)** You are helping a new exchange student from Côte d' Ivoire find the places he/she needs to be for the classes/activities he/she has. He/she will tell you a class or activity, and you will tell him/her where it takes place, and where that place is located.
7. **With whom should I be friends? (Language Arts/Math)** At your host school on your exchange program, your teacher wants to assign class buddies so that everyone will have someone he/she can connect with. Write down five activities/sports that you do. Then survey your classmates to see whether they do these activities as well. After tallying the number of activities you have in common with these students, write the name of the person with whom you have the most in common (FRII-1 Act 7)
Extension: The students will pursue other personal questions to find out what else they have in common.

Interpretive Communication Tasks

8. **What is needed? (Health/P. E.)** Your teacher is in charge of the week-end lock in, and she/he is describing the activities that everyone is going to do. In order to be able to participate, you are going to have to bring the objects or items that are needed for that activity. Write down the objects or items you will need as you hear the description of the activities.

Here's how that might play out in the classroom, depending on the known vocabulary of the students . . .

Teacher: First we will make poster for the lock-in.

Students write: poster paper, makers, rulers, scissors

Teacher: Then, we will play board games.

Students write: chess board, checkers, etc.

Teacher: Then we will cook dinner.

Students write: pots, pans, etc.

Variation: Find pictures in clip art of the objects needed and have students number the pictures in accordance with the sentences they hear.

9. **I love jai alai! (Social Studies/P. E.)** Your host school is investigating whether it would be good to have a team handball (or any other sport) team. Read an article about the sport and report to your coach (teacher) or class to encourage them to include this sport at your school.
10. **My schedule is too hard! (Social Studies/Language Arts)** In order to practice your French this year, you have gotten an e-mail pen pal. You complain to him/her about the six (four if on a block schedule) classes you take at school, and get an e-mail in reply in which you read about your pen pal's schedule. Write an e-mail response in which you compare/contrast the schedule. Be sure to include your opinion as to which is better/worse and why (FRII-1 Act 10)
11. **What are they doing? (Music/Art/P. E.)** You have been assigned as class buddy to the new foreign exchange student. He/she is curious about who everyone is and what they are all doing. He/she tells you what he has seen people doing or using and you write down for him/her what that activity is. (This can also be done as an oral activity.) **Variation:** Find pictures in clip art of the activities, and the students can number the pictures of the activities as they listen. [Since the activities will vary from classroom to classroom depending on vocabulary that has been learned by the students, it is suggested that the teacher—or students—locate clip art pictures that will specifically related to the particular class.]
12. **How often? (Math/Language Arts/Health)** Imagine this! Your host school administration finally thinks that the students are getting stressed because of all the activities they have to do. The school nurse is in charge of finding out this information and tallying it, but of course there are too many students in the school for one person to do this, so you have been asked to help. Think of five activities that you do, including sports, clubs, music, etc. Write them in the grid and then put a tick mark in the column for how often you do that. Next, survey five of your classmates as to how often they do that. When everyone has finished their surveys, the class will reconvene and make a whole class grid to see which activities might be causing the most stress (FRII-1 Act 12).

Presentational Communicative Activities

13. **Let's sing! (Music)** Your favorite after-school activity is chorus. International Week is coming up at your school, and you are to find and teach, to the rest of the chorus, a traditional song from the language you study. Use the following web sites to help you.

<http://www.musicanet.org/robokopp/french.html>

<http://www.caslt.org/research/musicsp.htm>

<http://www.chanter.com>

<http://www.paroles.net>

<http://ingeb.org/index.html>

- 14. Which shall I buy? (Health/Math/Science)** Personal hygiene is the first part of every morning and the last thing of every night. Have students create an advertisement for a personal hygiene product (shampoo, toothpaste, make-up, etc.) The ad should include a picture of the product, indicate how much it costs, and what its benefits are. The student should present the ad to the class as well.
- 15. International Art! (Art/Social Studies)** Another part of International Week is the visual arts. As a member of the Art Club, you are to find two examples of art from an artist of your assigned country and give brief descriptions of them in the target language, comparing and contrasting three aspects of the two works (for example use of color, size, theme). Use the following web sites to help you.
- http://www.zeroland.co.nz/french_art.html
<http://www.spanish-fiestas.com/art/spanish-artists.htm>
http://www.zeroland.co.nz/german_art.html