

## Globalized Unit Template \*

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Subject: French

Grades: 7,8,Level 1 & Level 2

Unit Title: Personal Identification

Time Needed:

7-10 weeks

### Unit Summary:

Students comprehend simple language of familiar vocabulary and structures for face-to face communication and global communications: structure and convention for email and texting communication as well as epals communication: instructional phase: Students will be introduced to vocabulary and grammar structure necessary to communicate in French. Students will begin by practicing speaking, writing, reading with partners in the classroom setting. Students will further their Global knowledge by extending this to French speaking participating countries, around the world.

## Stage 1 Desired Results

### ESTABLISHED GOALS:

Student will be able to use LOTE for communication.

2. Students will develop cross-cultural skills and understandings.

### *Transfer*

*Students will be able to independently use their learning to-compose short, informal notes and messages to exchange information: photo/informational exchange with Global partner schools.*

### *Meaning*

<p>GLOBAL COMPETENCY:</p> <p>Students investigate the world beyond their immediate environment</p> <p>Students recognize their own and others' perspective</p> <p>Students communicate their ideas effectively with diverse audiences</p> <p>Students can translate their ideas and findings into appropriate actions to improve communication.</p>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i> providing and obtaining information, expressing personal feelings and opinions is essential in any language</p> <p>The world is global and other cultures have values that need to be respected.</p> <p>Meaningful communication is BOTH what you say AND how you say it.</p>	<p>ESSENTIAL QUESTIONS</p> <p>How does the study of another language enhance the understanding of our own language?</p> <p>What can we learn about another culture by studying its language?</p>
<b><i>Acquisition</i></b>		
<p>RESOURCES:</p> <p>Epals</p> <p>Flipgrid</p> <p>Zoon</p> <p>Vocabulary Lists</p> <p>Text books</p> <p>Google earth</p> <p>Realia</p> <p>Google glasses</p>	<p><i>Students will know... (Content)</i></p> <p>Essential Vocabulary related to personal ID</p> <p>Grammar</p> <p>Difference between formal and informal</p>	<p><i>Students will be able to...</i></p> <p>Use formal and informal correctly</p> <p>Communicate personal information</p> <p>Identify interrogative terms</p> <p>Use correct grammar</p>

**Stage 2 - Evidence**

Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
Assessments <b>FOR</b> Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)	Vocabulary quizzes, partner conversation construction and practice speaking, unit tests
Assessment <b>OF</b> Learning: (ex: performance task, project, final paper)	ePals <a href="https://www.epals.com/#/connections">https://www.epals.com/#/connections</a>

**Stage 3 – Learning Plan**

*Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*

*Week One: Students will be exposed to basic vocabulary/function for personal ID and communication.*

*Week Two: Students will begin to construct and speak a dialog with a classmate – using proper grammar – formal v informal greetings, and question formation.*

*Week Three: Student will write, share and peer edit a pen pal letter for use with epals*

*Week Four: Students will begin an epal experience with a participating French speaking student (s).*

*\*adapted from Understanding by Design Model*