

Unit 2: School days

Content Area: **World Language**
Course(s): **French I**
Time Period: **2 weeks**
Length: **2 weeks**
Status: **Published**

Unit Overview

Students will analyze the educational system in France and move beyond the basic differences to a more in depth look at the differences in schedule, assessment and attitude about school.

Transfer

By the end of Unit 2 Students will be able to:

1. Describe the differences and similarities between:
 - a) a normal school day for both French and Americans.
 - b) assessments and their importance
 - c) courses offered
 - d) the public vs private educational system
 - e) requirements to get into a university
 2. Identify what "les grand ecoles" are and the difference between them and other universities.
 3. Talk about daily routines including a review of reflexive verbs
 4. Identify the importance of "Le Bac" and the role it plays in French education and society.
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Meaning

Understandings

Students will understand that...

1. The educational system in France uses tracking and is not extremely similar to the American system.
2. The Bac exam informs what career/ university students are eligible for.
3. Universities are classified between public and private and can be more affordable than their American equivalents.
4. French schedules are organized differently and students pick a concentration in which to study instead of taking all classes as in the US.

Essential Questions

Students will keep considering...

1. What is my normal routine on a school day?
2. How does my normal school day/year differ from a French speaker's school day/year?
3. How is a French high school different from my own? In what ways?
4. What role do grades/assessments play in society?

Application of Knowledge and Skill

Students will know...

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1. What concentrations/ areas that French students can choose between in order to pick classes.
2. What students are expected to do to get into a university.

3. How the educational system informs the role you will play in society (career, eligibility for work, etc.)
4. Educational specific vocabulary (high school student, middle school student, different levels of school, core subjects, etc)
5. How to explain the difference between the French and American system.

Students will be skilled at...

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1. Explaining the difference between a French and American high school.
2. Composing simple letters/ responses about their courses/ the courses of others.
3. Explaining daily routine in school of self and others.
4. Presenting about social/education experiences.
5. Interpreting articles and authentic resources about school related topics.

Academic Vocabulary

1. nursery school
2. middle school
3. elementary school student
4. middle school student
5. high school
6. high school student
7. college student
8. Subjects
9. Courses/ classes
10. Public Education

- 11. To teach:
- 12. To progress/ get better:
- 13. missing:
- 14. not any/none:

**Note a lot of vocabulary will be provided through authentic texts and will be discussed in class. This list is just some basic vocabulary introduced in the beginning of the unit.

Target 2

Students will describe their daily routine and compare the routine with the that of the French students.

WL.7.1.IL.A.4	Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions
WL.7.1.IL.B.L.1.b.1	Initiate, maintain, and end a conversation.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.7.1.IL.C.L.1.a.2	Give reasons.
WL.7.1.IL.C.L.1.a.3	Express an opinion and preference.

Target 3

Students will interpret writing, speaking clips and hold conversations on their course schedule and educational plans.

WL.7.1.IL.C.1	Use knowledge about cultural products and cultural practices to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience.
WL.7.1.IL.C.3	Use language creatively to respond in writing to a variety of oral or visual prompts.
WL.7.1.IL.C.C.5	Personal preferences and skills are key factors to consider when making decisions about postsecondary plans. (Topics that assist in the development of this understanding should include, but are not limited to: personal likes/dislikes, subject - area preferences, academic record, and career awareness, exploration and preparation.)
WL.7.1.IL.C.C.8	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

Summative Assessment

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

21st Century Life and Careers

Select all applicable standards from the applicable standards

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.

Formative Assessment and Performance Opportunities

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Role play

9. Question and answer
10. Choral response
11. Teacher observation
12. Creating and practicing dialogues.

Differentiation/Enrichment

Differentiation / Enrichment



DIFFERENTIATION:

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

ENRICHMENT:

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning.
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

Unit Resources

1. Francais TV 5 monde website
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts
10. Youtube clips.