

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 I Unit 6 Sports and Leisure

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 Question: What do French teens like to do in their spare time?

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What students will be able to do

Elements

- MLI.IP1B** Express likes, dislikes, emotions, agreement, and disagreement.
MLI.IP1G Ask questions and provide responses based on topics such as self, family, school, etc.
MLI.INT1A Identify main ideas and some details when reading and listening.
MLI.P1A Present information gathered from a variety of sources such as informal conversations, class presentations, interviews, readings and media.
MLI.CCC1A Demonstrate knowledge of geographical locations and identify major countries, cities, and geographical features of the places where the target language is spoken.
MLI.CCC4A Give information regarding major current events in the target culture.
MLI.CCC4B Understand the impact of current events of the target culture.
MLI.CCC5A Identify examples of the target language and the culture studied that are evident in and through media, entertainment, and technology.
MLI.CCC5B Identify resources, such as individuals and organizations accessible through the community or the Internet, that provide basic cultural information about the culture studied.

What students need to know:

Present tense verbs such as to play, to win, to lose, to be, to have, to find, to mean, to think, and to believe

Sports terms such as game or match, soccer, goal, championship, etc.

Names of European countries and cities

Cardinal numbers to 100

Time

Expressions of like/dislike

Basic body parts

Non-athletic pastimes such as to play cards, to listen to music, to go shopping, etc.

Movie types

Colors

Family members

Descriptive adjectives

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Summative Performance Assessment Task #1

ESPN Announcer/Expert

Elements: MLI.IP1B, MLI.INT1A, MLI.CCC1A, MLI.CCC4A, MLI.CCC5A

Teacher Note: The teacher pairs up students and gives a rubric to each in advance. The pair is seated at the front of the room at the "ESPN Sports Desk." The teacher instructs the students to do the following:

You are going to get an audition as an *ESPN Europe* sports broadcaster. You will each receive a handout with certain information on the sheets. Student A gets a map with two European countries colored but not identified. Student B receives the actual names of the countries with a predicted outcome for a score for the European soccer championships. Student A also receives a numeric time on the sheet he/she is given. Carry out the roles of ESPN announcers by performing this dialogue:

Student A: Good evening, ladies and gentlemen. The European championship begins today. This evening, _____ plays against _____.
(Using the map to identify what two countries are playing).

Student B: Yes, and the fans in _____ and _____ are excited. (Student must identify the capitals of the two countries.)

Student A: The match begins at _____.

Student B: And I think _____ is good and wins the match by a score of _____.

Student A must make a contrary statement, such as: No, I find _____ better.

Student B: Believe me, _____ wins this game tonight.

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Grading Rubric

Student A Assessment

_____ knows the correct name of countries (30 points)

_____ knows the starting time of the match (20 points)

_____ disagrees with partner on outcome (20 points)

_____ uses correct word order (10 points)

_____ pronunciation (10 points)

_____ uses correct grammar (10 points)

Student B Assessment

_____ knows the capitals of the two countries(20 points)

_____ states an opinion about outcome (20 points)

_____ communicates score correctly (20 points)

_____ disagrees with partner (20 points)

_____ pronunciation (10 points)

_____ uses correct grammar (10 points)

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Summative Performance Based Assessment # 2

What does Antoine like to do in his free time?

Elements MLI.INT1A, MLI.CCC5A

You receive an e-mail from your French pen pal and before you write back to him, you want to make sure that you understand what he has written to you. Please read the e-mail that Antoine has sent to you and then write down whether the teacher's statements about Antoine are true or false.

What does Antoine like to do in his free time?

Je m'appelle Antoine et j'ai seize ans. J'habite Le Mans, en France. Je fais du sport après le lycée. Je joue au tennis avec mon amie, Sara, mais je préfère jouer au basket. Je pense que skier est magnifique, et j'aime aussi le ping-pong. Je pense que le golf est ennuyeux, et je n'aime pas patiner. Les week-ends, je fais des promenades avec mon chien et j'aime faire de l'équitation. En été, je vais en Italie et j'aime nager. En hiver, je skie avec ma famille. En automne et au printemps, je joue au foot presque tout le temps, parce que c'est mon sport préféré.

Teacher Statements:

1. Antoine is 17 years old.
2. He lives in Calais.
3. His favorite sport is soccer.
4. He thinks ping-pong is boring.
5. He likes to ice skate.
6. Antoine and his dog go for walks on the weekend.
7. He also likes horse back riding.
8. In the summer, Antoine does no water sports.
9. Antoine goes skiing with his family.
10. He only plays soccer in the spring.

Teacher Note: The teacher supplies an e-mail written by a French pen pal in which the pen pal, Antoine describes his favorite leisure activities.

Grading Rubric

Student demonstrates good understanding of e-mail (8-10 questions correct)

Student demonstrates some knowledge of reading (6-7 correct answers)

Student demonstrates poor knowledge of reading (4-5 correct responses)

Student does not understand reading (3 or less correct questions)

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Summative Performance Based Assessment # 3

What do we do for fun?

Elements: MLI.ILP1G, MLI.INT1A, MLI.CCC5A

Student task

First, listen to the audio/videotape about what young French do in their free time. Second, you will be given a word bank, followed by a paragraph about what happened in the tape. Use the word bank to fill in the blanks in the paragraph.

Listening activity word bank:

jouent	foot	piano	pense
hiver	gagne	tennis	préfééré

Xavier et Angélique _____ au tennis. Angélique dit que Xavier _____ toujours. Que fait Yves dans son temps libre? Il joue au foot et en _____, il skie. Dominique joue au _____. Elle _____ que le _____ est ennuyeux. Le sport _____ d'Antoine est le _____. Angélique pense que Yves est gentil.

Teacher's Note: This is a listening assessment. The teacher will find an audiotape or a videotape of young French discussing leisure time activities or may record the sample given below.

Sample text for an audiotape

Xavier et Angélique jouent au tennis. Angélique dit que Xavier gagne toujours. Que fait Yves dans son temps libre? Il joue au foot et en hiver, il skie. Dominique joue au piano. Elle pense que le foot est ennuyeux. Le sport préféré d'Antoine est le tennis. Angélique pense que Yves est gentil.

Rubric

Student exceeds expectations	(7-8 correct)
Student meets expectations	(5-6 correct)
Student does not meet expectations	(1-4 correct)

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Summative Performance Based Assessment #4 Going to the Movies

Elements: MLI>IP1B, MLI.IP1G, MLI.INT1A, MLI. CCC4A, MLI.CCC5B

You and a partner will be given a list of movie theaters with times and different film titles that are currently playing, which your teacher has downloaded from the Internet. For example, the teacher could download program information from the site:

<http://www.frenchculture.org/cinema/>. You and your partner will create and present a dialogue which follows the format below:

- A. Would you like to go to the movies? B. Yes, I like (kind) movies.
A. I prefer (kind) movies. How about (title) ? B. Yes! What time does it start?
A. It starts at (time). B. OK. I'll meet you there.

Grading Rubric

Each score (1-3) is based on the following criteria:

- 3-exceeds expectations
- 2-meets expectations
- 1-does not meet expectations

- ~ Asks questions correctly
- ~ Answers questions correctly
 - ~ Pronunciation
- ~ Appropriate vocabulary
- ~ Unimpeded communication

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Interdisciplinary Instructional Tasks

Interpersonal Communication Tasks

1. Who's going to win? (Language Arts, P.E., Math) Students are paired up or put into groups of three. The teacher tells them to write a dialogue about possible match-ups in the European soccer championship. They should talk about at least five different pairings like France vs. Holland. For each match-up, the students should predict a winner in their conversations and tell which team they find better. It would be good if their partners or if someone else in the group took an opposing point of view and predicts a different outcome.

2. What would you like to know? (Language Arts, P.E., Social Studies) After reading the e-mail from the French pen pal Yves, the teacher pairs up his/her students. (A copy of the e-mail follows.) Working together with their partners, the students develop a list of questions in French that they want to ask Yves. These should be questions about Yves' home, his interests, his family, and his leisure activities.

Yves' E-mail

Bonjour! Je m'appelle Yves Fortanier et j'habite à Calais. Connais-tu Calais? C'est au nord-est de Paris. J'habite avec ma mère et mon frère Alec. Mon père n'habite pas avec nous parce que mes parents sont divorcés. Dans mon temps libre, je joue au tennis ou je vais au cinéma avec mes amis. J'aime les films américains, surtout "The Lord of the Rings", et autres films comme cela. Aimes-tu aller au cinéma? J'ai quatorze ans et je vais au lycée. Je n'aime pas le lycée, et vous?

3. What do you do in your free time?(P.E., Math) Divide the class in half. Each student must ask 5 people on his/her side of the room what he/she does in his/her free time. Bring the class back together. List the activities on the board. Use tick marks to keep track of responses. Which were most popular? Convert the number to a percent (pourcent). As an extension, your students may graph their findings using Microsoft Excel.

4. All about us (P.E., Language Arts) Tell the students to pick a partner. Each is to ask (and answer) 3 questions: 1 What do you do after school? 2 What's your favorite sport? 3 What do you do on Saturday? When finished with the task, ask each student to tell the class one of the responses he/she received.

5. Expressionist Art (Art, P.E., Health) Tell each student to think of his favorite sport, then draw a picture of the body part most used in that sport. They can share with the class and the class can guess the sport that is involved or the student can simply say which sport it is.

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6. Acting out (P.E., Art) Make a list of activities (sports, watching TV) in the target language. Cut them up and put them in a hat. Have students select an activity one at a time and act it out. The first student to guess the activity in the target language goes next.

7. French-speaking country or America? (Social Studies) Make a list on an overhead of various free time activities in the target language. Call on students individually and point to an activity. Ask which culture would be more likely to do it.

8. Likes or dislike (Language Arts, P.E.) Divide the class into pairs/partners. Give each pair a picture of an activity. One partner says what is depicted in the target language, such as, "They are playing soccer." The second person gives his opinion of the activity: "I like soccer." Pass the picture on to the next pair, until all have seen each picture.

Interpretive Communication Tasks:

9. Who is playing? (Social Studies, P.E., Art) Teacher hands students a map with the names of the European countries in French. He/She helps students with pronunciation of those nations. The teacher also gives each pupil a crayon or colored highlighter. As the teacher goes over the list of countries with teams playing in the European soccer championships, the students will color in or highlight those nations on their maps.

10. Who is winning? (Social Studies, Math, P.E.) Teacher puts the names of two European countries on the board or on the overhead in French. He tells the students that these two nations will play against one another in the European championship soccer tournament. The teacher gives a fictitious score, such as Germany 2, France 1. He/She writes this score on the board or overhead and asks students to identify the winning teams and the losing teams. The teacher might also put a tie score and introduce this vocabulary to students.

11. Where are the championships being played? (Social Studies, P.E.) Teacher helps students identify European capitals by giving the students the names of countries playing soccer and the students give the names of the capital cities for each of those countries. The teacher gives some real or imaginary scores from the European championships and asks students to tell where the celebration (in which capital) might take place, given the winning team.

12. Who is Yves? (Language Arts, P.E., Social Studies) Teacher gives students copies of an e-mail from a French pen pal named Yves (the same one used in the summative performance-based assessment or one similar). As students are reading the e-mail silently, the teacher reads the letter aloud. The teacher asks students questions about Yves' age, hometown, interests, and family. The teacher also asks the students to tell some of these things about themselves in French so that they might be able to write to their own pen pal in the future.

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Presentational Communication Tasks:

13. Chantons!: (P.E., Social Studies, Music, Art) Students are paired up and assigned various European national soccer teams. They have to create a short song or chant and banner supporting "their team." The students will perform their song/chant and show off their banners to the class when completed.

14. What do you want to do? (Art, Language Arts) Divide into groups of 2, 3 or 4. Write and present a skit about going to the movies or a game or playing a sport. Each person should have 4 lines to say. The teacher will proofread the final copy. Students are to memorize their lines and present their skits to the class using props and costumes.

15. A Star is Born! (Health, Math, Language Arts) Divide the class into pairs/partners. One person is a celebrity either from movies, music or sports; the other is a talk show host (Jay Leno, Oprah, etc.). Students will interview the celebrities by 1. introducing and greeting them 2. asking what they do in their free time 3. asking their favorite color 4. asking what time they go to bed 5. thanking them and saying goodbye. Students should use appropriate props or costumes.

16. What's playing at the cinema?(Art, Language Arts) Students will design a visual ad for a magazine promoting their favorite film. They should include the title (in the target language) and the main actors. Include two adjectives describing the film in the ad.

17. What do I like to do? (Music, Science) Students will make up a rap about their favorite sport. They should include sounds that relate to the sport. Share with the class.

18. Who's Who in France (Science, Social Studies, Language Arts) Ask your students to select a famous athlete, actor, or musician from a French-speaking country. Have them research this person online or in magazines or newspapers. They should be prepared to tell the class 5 facts about the person in the target language. Students will also create a visual no larger than 8 x 11.5 about their person to accompany their presentation.

19. Acrostic! (Language Arts) After the teacher defines acrostic, students will write a poem or acrostic about their favorite free time activity and share them with the class.

20. What's my favorite? (Language Arts, Math) After the teacher has taught phrases related to agreement/disagreement, students will act as movie reviewers and prepare a 3-line critic of their favorite film. After they share with the class, ask students if they agree or disagree. Keep track on the board. At the end of the activity, select the favorite film of the class. This can be a partner activity if the class is large.

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Recommended Formative Assessments

The following is a list of activities to use to assess student progress in meeting Georgia Performance Standards (GPS) for Modern Languages. Many of the activities may be used to measure more than one mode of proficiency due to the interrelationship of language skills. Rubric design inevitably dictates the particular skills being evaluated.

Using a variety of assessment activities that address the various learning styles and multiple intelligences of students is an intrinsic part of good instruction. Teachers are encouraged to use this checklist to expand their repertoire of assessment strategies and to ensure that students in each class are assessed using a wide range of activities.

Communication

A. Interpersonal Mode (Person-to-Person Communication)

- Work in pairs to create and/or practice simple conversations.
- Perform a short skit or dialogue for a class, the school or the community.
- Develop simple conversations based on provided visual cues.
- Use flash cards or board activities to demonstrate comprehension, such as Q&A with flash cards, Hangman, chalkboard drills, etc.
- Play games such as charades, Concentration/Memory, Pictionary, Slaps, Go-Fish, Guess Who, Dice Games, Board Games, etc., to practice vocabulary and/or grammatical concepts.
- Communicate via mail or the Internet with a pen pal in other classes, other schools in the U.S., or countries where the target language is spoken.
- Send and respond to simple invitations.
- Interview a peer to gather information to fill out a form or complete a simple survey.
- Work in pairs or in groups to retell a story that has been presented.
- Give and/or follow simple directions.
- Simulate a real-world task such as conducting a basic telephone conversation, purchasing a ticket, ordering a simple meal, making a hotel reservation, etc.

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- ❑ Work in pairs or groups to create illustrations that indicate comprehension of a story, description, or sequence of events.
- ❑ Work in pairs or groups to compare, complete or describe a picture.
- ❑ Respond with gestures or body language, such as using Total Physical Response (TPR) activities.
- ❑ Work in pairs or groups to describe something or someone, such as a famous person, a mystery person, a suspect in a crime, their room at home, etc.
- ❑ Work in pairs or groups to plan an event, such as a party, trip, meeting, etc.
- ❑ Work in pairs or in groups to do peer correction such as simple editing or improving a written presentation.
- ❑ Work in pairs or groups on an Internet task such as a Web Quest.
- ❑ Work in pairs or groups on the Internet to gather information for a presentation, such as a report on weather, current events, a famous person, etc.
- ❑ Work in pairs on dictation activities.
- ❑ Work in pairs or groups to create a simple story or dialogue using pictures, realia, props, etc.
- ❑ Work in pairs or groups on a sequencing activity, such as retelling a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information”, etc.

B. Interpretive Mode (Listening and Reading for Understanding)

- ❑ Complete a Cloze Text activity to indicate listening and/or reading comprehension.
- ❑ Work on a sequencing activity, such as reorganizing a story, putting sentences or pictures in order, creating a storyboard, filling in the “missing information” to indicate listening and/or reading comprehension.
- ❑ Take dictation.
- ❑ Identify characters, main events, and essential details from a text or listening activity.

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- ❑ Participate in a listening comprehension activity that requires problem-solving, such as reacting to a scenario by choosing the solution to the problem or possible courses of action.
- ❑ Listen to a passage and follow a map or diagram.
- ❑ Use a checklist during a listening activity to illustrate comprehension.
- ❑ Evaluate pictures and/or written descriptions based upon a reading or listening activity.
- ❑ Retell a simple story and/or event after having read or listened to a passage.
- ❑ Participate in a group activity that reflects comprehension of a reading or listening passage, such as Four Corners.
- ❑ Create a poster to illustrate something learned, using technology when appropriate.
- ❑ Match pictures with appropriate captions.
- ❑ Match reading passages with appropriate headlines and/or titles.
- ❑ Draw and/or label an illustration such as a house, clock or a map according to verbal or written cues.
- ❑ Match written questions with appropriate answers.

C. Presentational Mode (Oral and Written Presentation)

- ❑ Write simple journal entries in present tense.
- ❑ Create a poster with captions that illustrates something learned, such as a family tree.
- ❑ Produce a simple brochure or schedule, using technology when appropriate.
- ❑ Write a short, simple story using technology when appropriate.
- ❑ Create a PowerPoint presentation that illustrates something learned.
- ❑ Develop a web page. Topics may include information about the target culture(s), foreign language programs, games, songs, art, etc.
- ❑ Develop a Web Quest (inquiry-based activity).

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- ❑ Create a game that illustrates something learned, using technology when appropriate.
- ❑ Create and present simple dialogues, skits, easy poems and/or songs.
- ❑ Create short video clips, such as simple commercials or short weather reports, etc.
- ❑ Develop and present a simple fashion show.
- ❑ Give short presentations on familiar topics.
- ❑ Describe a picture, person, object, route, etc.
- ❑ Give directions and/or create a “how to” list.
- ❑ Give a weather forecast or report.
- ❑ Compare and differentiate between pictures in a simple way.
- ❑ Present simple information gleaned from tables, maps, or graphs.
- ❑ Create and present a group-generated story based on written cues.

Cultural Perspectives, Practices and Products, Connections with Other Academic Disciplines and Comparisons of Language and Culture

- ❑ Compile a directory of resource persons.
- ❑ Play games, such as Jeopardy, in the target language that incorporate cultural topics.
- ❑ Identify cultural differences such as animal sounds and onomatopoeia.
- ❑ Exchange video and/or audiotapes with a school in the target culture.
- ❑ Create and produce a simple skit or situational role-play that illustrates some aspect of the target culture.
- ❑ Produce crafts and/or artwork that are representative of the target culture(s).
- ❑ Find cognates in culturally authentic materials.
- ❑ Illustrate proverbs, poems and idiomatic expressions, using technology when appropriate.

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- ❑ Examine a culturally authentic object and relate its function.
- ❑ Prepare a collage based on a cultural theme such as dwellings, staple foods, clothing, etc.
- ❑ Research, plan and participate in a cultural event, such as foreign language festival, cultural celebrations or state conventions.
- ❑ Complete Venn diagrams, charts or graphs that identify and compare the elements of folktales, fairy tales, or legends of the cultures.
- ❑ Create and illustrate a folktale, fairy tale, or legend based on culturally appropriate themes.
- ❑ Create a chart comparing cultural products, practices and perspectives on current events.
- ❑ Examine school schedules that are typical of the target culture(s).
- ❑ Research airfares and hotel costs for a short trip to a country where the target language is spoken and prepare a simple budget.
- ❑ Compare advertisements or commercials for a given product.