

Assure Method Unit Plan

Introduction: This unit will introduce French foods and culture to students. It will teach students new vocabulary, verbs and phrases pertaining to food. Students will also be introduced to French culture through videos, text, and experiencing authentic French foods for themselves. The students will be using modern technology and 21st Century skills, as well as working individually and in groups to engage them in learning this unit.

I. Analyzing Learners

My unit plan was written for students in their second year of French, typically tenth or eleventh grades in high school. These students would be between 15 to 17 years of age. The lesson plan could be modified to accommodate the actual age and level of the students in the classroom, if needed. This unit was developed according to the Content Standards and Objectives set forth by the West Virginia Department of Education.

II. State Objectives

- FL.O.FLEX.1.01 Greet and make introductions, farewells and exchange courtesies.
- FL.O.FLEX.1.02 Exchange basic information about familiar topics (e.g., personal needs, likes and dislikes, feelings)
- FL.O.FLEX.1.04 Follow simple directions, instructions and commands to participate in classroom and cultural activities
- FL.O.FLEX.1.05 Recognize words and phrases in authentic oral and written samples
- FL.O.FLEX.1.06 Comprehend the topic of short, familiar conversations and passages
- FL.O.FLEX.2.01 Identify common objects and symbols generally associated with the target culture
- FL.O.FLEX.2.03 Note commonly-held attitudes and beliefs of the target culture(s).
- FL.O.FLEX.3.01 Identify or recognize words commonly used in English from the target language
- FL.O.FLEX.4.02 Identify cognates in the target language
- FL.O.FLEX.5.01 Participating when possible, in appropriate activities related to the target culture
- FL.O.LI.1.05 Ask and answer questions in highly predictable settings using basic vocabulary on familiar topics
- FL.O.LI.1.08 Recognize and make sense of short, oral and written, level-appropriate language segments supported by strong contextual and/or visual prompts
- FL.O.LI.1.09 View, listen to and respond to culturally relevant sources (e.g., recognizing people, objects, places, actions and ideas)
- FL.O.LI.1.12 Prepare and present short, personal spoken and written communications (e.g., postcards, emails, introductions, skits, inventories of familiar words or phrases)

- 21C.O.9-12.1.TT.4 Student uses audio, video, pictures, clip art, moviemaker programs, webpage design software, electronic documents and other files to collaborate for the creation of electronic products that inform multiple audiences both inside and outside the school environment.
- 21C.O.9-12.2.TT.2 Student collaborates with peers, experts and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works.

III. **Select Media and Material**

- **Computers with internet access and MS Office Program installed (specifically MS Publisher)**
- **Printers for the computers (with color ink)**
- **Smart Boards**
- **Flip Video Cameras**
- **Textbooks**
- **Handouts**
- **Digital Photo Story program**
- **French desserts**
- **Students will need a Wiki Spaces account**
- **Grading rubric for each assignment**

IV. **Utilize Media and Material**

Day 1 – FL.O.FLEX.2.01, FL.O.FLEX.2.03, FL.O.FLEX.3.01, FL.O.FLEX.4.02

The first day of this unit, I will introduce new vocabulary and French culture related to food, restaurants, ordering food, and eating. Students will use their textbooks for the introduction of new vocabulary, verbs, and phrases. In introducing this unit students will watch a few short You Tube videos of ordering food in French. I will introduce the unit projects which are explained further on days two and three. The students will produce a short 1-2 minute photo story with photos gained from the internet depicting their “ideas” about French foods and French culture relating to food. We will watch these photo stories and have a brief discussion about the myths or facts the students have depicted in each about French foods and food culture. The students will also set up accounts with on Wiki Spaces online in order to compile all this unit’s assignments into a portfolio for final assessment of this unit.

Days 2 and 3 – FL.O.FLEX.1.04, FL.O.FLEX.5.01, 21C.O.9-12.2.TT.2

On days two and three I will hand out the sample menu for the students which had been created using MS Publisher. The students will be placed in small groups of 4-6 students. They will

then follow the sample menus along with the grading rubrics provided to make their own menus using MS Publisher. These menus will be used later in the unit during the videoing of the students' restaurant scenes. We will also review new vocabulary using a worksheet handout that matches pictures of foods and the French word for the food on day three.

Day 4 – FL.O.FLEX.1.01, FL.O.FLEX.1.02, FL.O.FLEX.1.06, FL.O.LI.1.09, 21C.O.9-12.2.TT.2

Day four begins with further review of vocabulary using a game on Smart Board that the students will make. The students will be divided into two groups. Each group will devise a “game” for the other to play using vocabulary from this unit. The student groups will make up teams that will compete against each other during the review games. After the review, the students will begin writing the scripts they will use in the restaurant videos we will film on days six and seven.

Day 5 – FL.O.LI.1.08

Students will be given day five to finish writing their scripts and to rehearse the scripts and scenes they will video. They will use this day to rehearse their scripts and finalize a list of props needed for their scene. This is the final day to work out any “kinks” in their scripts. The rehearsals will also serve to help them with blocking for the filming to begin on day six.

Days 6 and 7– FL.O.LI.1.12, 21C.O.9-12.1.TT.4, 21C.O.9-12.2.TT.2

Students will film their restaurant scenes on days six and seven using a Flip video camera. The students will film the scenes themselves with help from me only if needed. Those students not filming will be participating in review for the quiz on day eight. We may use the Smart Board games from day four to review. On day seven, students will review one last time as an entire class for a small quiz on day eight. Finally, students will upload their videos on You Tube for viewing on day eight.

Day 8 –FL.O.FLEX.1.05, FL.O.LI.1.05, FL.O.LI.1.12

Students will take a small quiz on the vocabulary via a handout for a small portion of their overall grade. The majority of the points used in grading this Unit will come from the scripts and videos the students make. For the end of the unit students will watch the films they made about restaurants, ordering food, and eating. While watching the films, we will enjoy authentic French desserts that I will provide.

V. Require Learner Participation

In order to engage the students in learning new vocabulary, I will utilize a variety of technologies and traditional learning methods to gain and keep the interest of the students. The students will work in small groups, as well as individually in order to learn more effectively. Students will also have an opportunity to be creative by making a variety of components to build a portfolio which will serve as reinforcement of learning the new vocabulary and French culture. The students will be allowed to create a Smart Board games which will help them study and review their new vocabulary. They will also write scripts and create menus that will be assessed on the grammatical structure as well as new vocabulary content. The video the students produce will be an assessment of the students' oral proficiency with the new vocabulary as well as usage.

VI. Evaluate and Revise

In addition to the small quiz on day eight of the unit, the student's work will be evaluated throughout the unit. The review handout, the menus, the scripts, and the films will all be evaluated and graded for content. The portfolios will carry the most weight in the grades students receive in this unit. By incorporating collaborative learning and technological activities, I believe all learning styles will be met. I also believe they will have fun learning while performing and creating their tasks.