

UbD	
STAGE 1 – DESIRED RESULTS	
<p><b>Unit Title:</b> French Greetings &amp; Conversations</p> <p><b>Established Goals (big ideas):</b> – include BC curriculum citation</p> <ul style="list-style-type: none"> <li>- Reciprocal interactions are possible even with limited French</li> </ul> <p>BC's New Curriculum. (2016). Core French 7   Building Student Success - BC's New Curriculum. Retrieved from <a href="https://curriculum.gov.bc.ca/curriculum/core-french/7">https://curriculum.gov.bc.ca/curriculum/core-french/7</a></p>	
<p><b>Rationale</b> <i>Why are you doing this and why is it relevant to your students</i></p> <ul style="list-style-type: none"> <li>- Students will learn basic French greetings and the different use of each term through this unit. Students will be able to introduce themselves and express how they are feeling in French through the learning of ten new Core French vocabulary words, as well as the learning of a new verb – Être.</li> </ul>	
<p><b>Essential Question(s):</b> <i>What drives the learning?</i></p> <p>How can I introduce myself in French?            How will I express how I am currently feeling in French?            When meeting someone for the first time, how can I find out what his/her name is and how they are doing using French language?</p>	
<p><b>Students will be able to:</b>  <i>(competencies – include BC curriculum citation)</i></p> <ul style="list-style-type: none"> <li>- Use intonation and tone effectively to convey meaning in French</li> <li>- Follow instructions to complete a task, including responding to questions or asking relevant follow-up questions</li> <li>- Ask and answer questions in context</li> </ul> <p>BC's New Curriculum. (2016). Core French 7   Building Student Success - BC's New Curriculum. Retrieved from <a href="https://curriculum.gov.bc.ca/curriculum/core-french/7">https://curriculum.gov.bc.ca/curriculum/core-french/7</a></p>	<p><b>Students will know;</b>  <i>(content– include BC curriculum citation)</i></p> <ul style="list-style-type: none"> <li>- Common, high frequency vocabulary and sentence structures for communicating meaning</li> <li>- Asking and responding to different types of questions</li> </ul> <p>BC's New Curriculum. (2016). Core French 7   Building Student Success - BC's New Curriculum. Retrieved from <a href="https://curriculum.gov.bc.ca/curriculum/core-french/7">https://curriculum.gov.bc.ca/curriculum/core-french/7</a></p>
STAGE 2 – ASSESSMENT EVIDENCE	
<p><b>Performance Tasks and/or culminating tasks:</b></p> <ul style="list-style-type: none"> <li>- <i>I do/we do/you do</i> repetition technique for learning vocab</li> <li>- <i>High-Five Conversations</i> using Être &amp; vocab words</li> <li>- <i>Matching Vocab Exercise</i></li> <li>- <i>Être m/c Exercise</i></li> <li>- <i>French Group Jeopardy</i></li> </ul>	<p><b>Other Evidence: formative and summative</b></p> <p><b><u>Formative</u></b></p> <p>Students will practice learning how to properly pronounce each vocab word and conjugate Être correctly through <i>I do/we do/you do</i> repetition activities. This will be formatively assessed through teacher observation – making sure each student is participating and properly pronouncing the words.</p> <p>Students will also be formatively assessed through the <i>High-Five Conversations</i> where they are challenged to rotate around the classroom and have conversations with their peers through using the <i>French Conversation</i> cheat sheet that is provided. As we advance through the unit, progressions will be made, as I will challenge the students to have these conversations without the help of their “cheat sheets”. I will also ask students to demonstrate their ability in this area by having these conversations in front of their peers. I will assess the students’ abilities by also rotating around the class, listening to their conversations as well as taking part in them – I am looking for fluency and the ability to pronounce the words correctly.</p>

	<p><b><u>Summative:</u></b></p> <p>Students will also experience summative assessment through the <i>Matching Vocab &amp; Être</i> exercises. The <i>Matching Vocab &amp; Être</i> exercises will be done as in class “quizzes”. Students will write these individually in lessons 2 &amp; 3 of four total lessons. They will be written individually, and then handed to an elbow partner to mark, as I reveal the correct answers verbally and we go through the quizzes together. The importance of these quizzes is so that I can see where my students’ learning is at, and to see if we need to spend more time on specific aspects within this unit. After the marking, the quizzes will be handed in to me so that I can assess the students’ abilities and understanding of the content. Students will be prepped thoroughly before these quizzes, in hope to avoid test anxiety and ensure student success.</p> <p><b><u>Culminating Activity</u></b></p> <p>Our culminating activity will take place on the fourth and final lesson of this unit. The activity will be a game that involves groups of four, with one whiteboard and marker per group – this game is called <i>French Group Jeopardy</i>. With this activity, students are in groups of four, and collaborating to answer questions based on the French vocab that they learned throughout this unit. An example of a question is: <i>Translate ‘I am’ into French</i>. Students will write their answers on their team’s whiteboard, and when they are asked, each group will raise them up simultaneously for everyone to see. Groups will then be provided with points accordingly. The team with the most points at the end of the game will win a prize (i.e. piece of candy). This activity is assessed formatively as I am looking for group participation (everyone contributing) and individual knowledge of the information learned throughout this unit.</p>
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STAGE 3 – LEARNING PLAN	
Learning intentions	Learning activities
<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>- Students will be able to use French greetings effectively with proper pronunciation</li> <li>- Students will be able to express how they are feeling using French vocabulary</li> </ul>	<p><b>Lesson 1</b></p> <ul style="list-style-type: none"> <li>- Intro to <i>Être</i> – whiteboard (I do, we do)</li> <li>- Provide exemplars of how <i>Être</i> is used with students through using English describing adjectives</li> <li>- <i>High-Five Conversations</i> using <i>Être (Je suis)</i> and one English adjective</li> <li>- Intro to French greetings (bonjour &amp; je m’appelle – ask students for other French greetings that they already know</li> <li>- Intro to <i>Comment ça va?</i> And how to answer this question – <i>ça va bien, comme ci comme ça, ça va mal</i></li> <li>- <i>Half-Class Demo</i> using question and answer for <i>Comment ça va?</i></li> </ul>
<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>- Students will be able to greet each other in French and discover how another classmate is feeling, while also being able to express how they are feeling using French vocabulary</li> <li>- Students will be able to conjugate and successfully translate the French verb – <i>Être</i></li> </ul>	<p><b>Lesson 2</b></p> <ul style="list-style-type: none"> <li>- Orally review French vocab learned from the previous lesson to see what students have retained</li> <li>- Go over this vocab on the whiteboard, translate each vocabulary word/term</li> <li>- <i>Matching Exercise</i></li> <li>- <i>Être</i> conjugation and pronunciation – I do, we do, you do</li> <li>- <i>French Bingo</i> with vocab</li> </ul>

<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>- Students will be able to feel more competent with the conjugation for <i>Être</i></li> <li>- Students will be able to have a greeting conversation with their classmates, and successfully ask how a friend is feeling, while also being able to say how they are feeling in French</li> </ul>	<p><b>Lesson 3</b></p> <ul style="list-style-type: none"> <li>- Review <i>Être</i> on the whiteboard – ask students to fill in the conjugation chart on the whiteboard without needing help from their cheat sheets</li> <li>- <i>Être</i> m/c activity</li> <li>- Print unit vocab words on the whiteboard, ask students to write the translation on the whiteboard in English (if students are not being challenged, do this activity vice versa now)</li> <li>- <i>High-Five Conversations</i> (teacher demo)</li> <li>- Ask for confident volunteers to show this conversation in front of the class with a classmate</li> </ul>
<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>- Students will be able to introduce themselves (<i>je m'appelle</i>), ask a classmate what their name is (<i>comment t'appelles tu</i>), ask and express how they are feeling (<i>comment ça va? Ça va bien/comme ci comme ça/ça va mal</i>), and say goodbye (<i>au revoir</i>)</li> <li>- Students will be able to conjugate and translate the verb, <i>Être</i></li> <li>- Students will be able to work cooperatively as a group during the <i>French Jeopardy</i> activity</li> </ul>	<p><b>Lesson 4</b></p> <ul style="list-style-type: none"> <li>- Review unit's vocabulary from the <i>French Conversation Example</i> sheet and through whiteboard use: <i>I do, we do, you do</i> routine</li> <li>- <i>High-Five Conversations</i> using vocabulary</li> <li>- Review <i>Être</i> through conjugation sheet and whiteboard use: <i>I do, we do, you do</i> routine</li> <li>- Student study for <i>French Jeopardy</i></li> <li>- <i>French Jeopardy</i></li> </ul>

**Reflection:****Resources**

Super Teacher Worksheets. (2018). Worksheet Generators. Retrieved from <https://www.superteacherworksheets.com/full-generators-index.html>

Source: Understanding by Design, Unit Design Planning Template (Wiggins/McTighe 2005)