Unit 01 : Moi ! Moi! Moi! (Self-Introductions)

Year 7/8 French Australian Curriculum Achievement Standard:

By the end of Year 8, students use French **to interact with each other, teachers** and online French-speaking contacts, to **exchange information**, opinions, experiences, **thoughts and feelings about themselves, their families and friends**. **They initiate and sustain conversation by using active-listening skills and responding to others' contributions (*c'est vrai ...; ah oui, en effet ...; pas possible!*). They respond to familiar questions and directions** (*Qu'est-ce que c'est? Qui est-ce? Posez la question à ...*), and request help or clarification (*Pardon? Pourquoi? Peux-tu répéter?*). **They approximate French sound patterns, intonation and rhythms, including novel elements of pronunciation such as *-r*, *-u* and *-ille*. They use the present tense and present + infinitive form to make statements and ask questions about self, peers, family and interests (*je suis italien-australien; j'habite à Cairns; j'aiune sœur et deux frères; j'aime chanter; et toi?*). They locate factual information from a range of texts and use non-verbal, visual and contextual cues to help make meaning.** They describe familiar objects, contexts and experiences (*la maison, le quartier, l'école*), **using appropriate subject-verb and noun-adjective gender and number agreements and vocabulary to describe appearance (*grand, petit, belle, bizarre*), character (*sympa, compliqué*) and quantity (*les numéros, beaucoup de ...*). They use modelled sentence structures, formulaic expressions and high-frequency vocabulary to create texts such as captions, emails, posters or short narratives and presentations**. They use conjunctions and connectives (such as *puis, ensuite* and *mais*), and prepositions of place and time (such as *sous, sur, devant, après* and *avant*) to build cohesion and extend sentence structure. They translate short texts and explain French gestures, expressions or signs to friends and family. **They recognise that languages do not always translate directly, and that interpreting and translating involve meaning (values, ideas, attitudes) as well as parts of speech (nouns, verbs, adverbs).** They adjust language use to suit contexts and situations (for example, use of *tu* or *vous,* different forms of address), and respond in culturally appropriate ways to interactions with French speakers or resources.

Students understand the dynamic nature of contact between languages and cultures in the contemporary world. They recognise the significance of French as a world language and the distribution of communities of French speakers in different countries and regions. **They recognise similarities between French and English (same alphabet and basic sentence structure, many words in common), and some differences (pronunciation andintonation patterns, non-verbal language, grammatical gender forms and politeness protocols).** They recognise French words used in English ('menu', 'mousse'), English words used in French (*le weekend, le football*), and understand how languages and cultures influence and interact with each other (technology, globalisation, popular culture). They recognise that French has its own rules for pronunciation, grammar and non-verbal communication and that they need to adjust language to suit different situations and relationships (formal and informal language, different text types). **They use metalanguage to explain features of language, texts and grammar, making connections with terms such as 'verb', 'adjective' and 'tense' that are used in English learning, and incorporating new concepts such as grammatical gender for talking about French.** Students recognise that languages are connected with cultures, and that French language reflects ways of behaving and thinking as does their own language.

Unit Overview:

During the course of this unit, students will focus on developing their initial language abilities, within the context of self-introduction.

Students will firstly focus on set question and answer constructions, where the responses are drawn on their own personal information, and then transition into experimenting with independent construction of language. Through their exploration of set question and answer constructions, students will consequentially engage with both regular –ER verb conjugation, as well as implicitly examine the use of *être* and *avoir* in familiar settings.

In addition to such, students will interact with the guaranteed vocabulary that will allow them to express themselves, not only in response to the set question and answer constructions, but also aid them when the unit transitions into the independent creation of language. Grammatically, students language learning will also encompass the small nuisance of French Language that don't necessarily exist or directly translate into English, including, adjectival agreement (masculine, feminine and plural), adjectival placement and possessive pronoun agreement.

It is a clear objective of this unit to forge the understanding in students that language exists as a holistic experience rather than a series of isolated macro skills, as such the assessment has been designed in the form of blended tasks. Each assessment task requires students to interact with multiple, if not all, the macro-skills in order to demonstrate their communicating and understanding abilities in the language.

Assessment Overview:	
Task: Short Response **Macros:** - Reading - Listening - Viewing **Cognitive Verb/s:** - Understand - Recall - Identify - Explain - Justify **Skills:** - Communicating - Understanding	**Task:** Combination Response **Macros:** - Reading - Listening - Viewing - Writing - Speaking **Cognitive Verb/s:** - Understand - Use - Explain - Construct **Skills:** - Communicating - Understanding

Guaranteed Vocabulary:	Design Question Three/ Four Strategy	Design Question Five	21st Century Skill:
- Greetings - Emotions - Numbers - Months of the Year - Family Members - Sport - Food - Music - Colours - Physical Description - Character Descriptions	**DQ3 – AS 14** Reviewing Content **DQ3 – AS 15** Organising Students to Practice and Deepen their Knowledge **DQ3 – AS 16** Using Homework **DQ3 – AS 19** Practicing Skills, Strategies and Processes **DQ 3 – AS 20** Revising Knowledge Students will engage with all three units simultaneously throughout the	**Element 13: Providing Resources and Guidance** Teachers will collect evidence of student learning in every lesson throughout the unit to provide structured feedback. Teachers are to provide multiple opportunities for students to practice and develop their short response answers. Teachers will then utilise this feedback to provide guidance to	**Collaboration:** - Relating to others (interacting with others) - Recognising and using diverse perspectives - Participating and contributing **Creative Thinking:** - Curiosity and imagination - Creativity - Generating and applying new ideas Identifying alternatives

	unit to solidify their knowledge and skills in French **DQ 4 – AS 21** Organising Students for Cognitively Complex Tasks **DQ 4 – AS 22** Engaging Students with Cognitively Complex Tasks **DQ 4 – AS 22** Providing Resources and Guidance Students will engage with cognitively complex task that will involve them using their language skills to form hypothesises and work collaboratively to problem solve.	students as individuals, large and small groups as needed by their class.	- Seeing or making new links **Communication:** - Effective oral and written communication - Using language, symbols and texts - Communicating ideas effectively with diverse audiences **Personal and Social Skills:** - Citizenship - Cultural awareness
Guaranteed Skills/Language Features:	**Reading Comprehension Skill and Strategy**	**Cognitive Verbs**	**ICT to Enhance Learning:**
- Simple sentences - Possessive adjectives - Adjectival placement - Cardinal Numbers - Numbers (Dates) - Definite Articles - Indefinite Articles - Nouns (Gender) - Nouns (Number) - Personal Pronouns - Present Tense (Regular verbs) - Adverbs (Types – Degree)	**Making connections with prior knowledge** Students will make meaningful connections with past experiences in order to understand new information through the use of the below strategies to form understandings. **Suggested Strategies:** Definition concept map p.83 Student friendly vocab explanations p.206 Magnet summaries p.140 *Doug Buehl (2014) Classroom Strategies for Interactive Learning*	- Understand - Recall - Identify - Explain - Justify - Construct - Use	Students will engage with the following forms of ICT to support and enhance learning: - Computers - IPads - Apps (including but not limited to) - Duolingo - Memrise - Explain Everything - Splice Movie Maker - EPals - Boom Cards

Learning Goals:

Strands and Sub-Strands	Australian Curriculum Content Descriptors	School Specific Learning Goals
Communicating	Interact with peers and teacher to exchange information and opinions, talk about self, family, friends and interests, and express feelings, likes and dislikes	• Students can exchange greetings, wishes and thanks • Students can adjust language to suit the situation • Students can introduce and describe self and others • Students can use present tense high-frequency verbs, adjectives, adverbs and simple formulaic expressions to talk about self and others • Students can state likes, dislikes and preferences
	Participate in collaborative activities such as performances and presentations that involve planning, making arrangements, transacting and negotiating	• Students can create displays, presentations or performances for family, friends or school community to showcase French learning
	Participate in classroom routines and interactions by following instructions, asking and answering questions, and requesting help or permission	• Students can ask and answering questions • Students can request information, explanation or help • Students can respond to directions or requests • Students can use active-listening and turn-taking strategies
	Locate factual information from a range of texts and resources and use the information in new ways	• Students can collect vocabulary and expressions from a range of informative texts • Students can listen for key points of information in short, spoken/recorded texts, and represent the information in note form to communicate to others
	Engage with imaginative and creative texts such as stories, poems, songs or cartoons, comparing favourite elements, and discussing characters, events, themes and effects	• Students can respond to questions about characters or events in different types of texts • Students can list and use associated key words or expressions
	Reinterpret or create own shared texts, experimenting with expressive and performance genres, and creating moods and effects suitable for different audiences	• Students can create and perform interactions between characters in scaffolded scenarios that allow for some unscripted language production and expression of emotion
	Translate short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not	• Students can use bilingual dictionaries and electronic translation tools, and take into account issues such as alternative or multiple meanings of words and the importance of context when making meaning
	Create bilingual texts and resources such as learning support materials, games or posters, deciding how to deal with elements that cannot be readily translated	• Students can creating bilingual resources such as glossaries, word banks or personal French–English dictionaries • Students can use dictionaries and electronic translation tools to create bilingual texts
	Engage with French speakers and resources, noticing how interaction involves culture as well as language	• Students can reflect on choices made when using French to interact with others • Students can consider the relationship between language, culture and behaviour

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	Notice own and others' ways of expressing identity, and consider the relationship between language, culture and identity	• Students can talk about own identities in terms of cultural background and personal and social experience, using declarative and descriptive statements	
Understanding	Recognise and use features of the French sound system, including pitch, rhythm, stress and intonation	• Students can develop an awareness of French sounds, rhythms and intonation patterns, including those with no English equivalents • Students can become familiar with the vowel system in French, including nasalised vowels • Students can recognise differences in intonation and rhythm between statements, questions and commands • Students can use appropriate intonation for common fillers, interjections and responses	
	Understand and use elements of the French grammatical system, including word order, gender and number variation, and present and compound forms of regular and some irregular verbs	• Students can use and understand nouns as core elements of sentence structure • Students can use definite and indefinite articles • Students can mark plural forms • Students can understand that adjectives agree in number and gender with the noun • Students can understand the form and function of subject pronouns • Students can gain awareness of simple and compound sentence • Students can express ownership through the use of singular and plural possessive adjectives • Students can build metalanguage to talk about grammar and vocabulary	
	Recognise and use features of common spoken, written and multimodal texts, and compare with features of similar texts in English	• Students can listen, view and read for gist, context and purpose • Students can draw on knowledge of types of text, context and language features to predict and confirm meaning • Students can build an understanding of text features	
	Recognise that French language use varies according to context, situation and relationship	• Students can notice that French is used differently in different situations and for different relationships	
	Understand the dynamic nature of French and other languages	• Students can recognise that many French words are used in English and in other languages • Students can noticing the different vocabulary areas that these words tend to belong to and considering possible reasons for this	

Possible Habit of Mind: Striving for Accuracy				
Exploring Meaning of the HOM By the end of this unit students will be able to: • Define what accuracy is	**Exploring Meaning of the HOM** By the end of this unit students will be able to: • Define what accuracy is	**Exploring Meaning of the HOM** By the end of this unit students will be able to: • Define what accuracy is	**Exploring Meaning of the HOM** By the end of this unit students will be able to: • Define what accuracy is	**Exploring Meaning of the HOM** By the end of this unit students will be able to: • Define what accuracy is

• Demonstrate accuracy by following bookwork formatting • Completing homework and classwork on time • Meeting deadlines	• Demonstrate accuracy by following bookwork formatting • Completing homework and classwork on time • Meeting deadlines	• Demonstrate accuracy by following bookwork formatting • Completing homework and classwork on time • Meeting deadlines	• Demonstrate accuracy by following bookwork formatting • Completing homework and classwork on time • Meeting deadlines	• Demonstrate accuracy by following bookwork formatting • Completing homework and classwork on time • Meeting deadlines

General Capabilities: This unit provides opportunities for students to engage in following capabilities:

Literacy
√ Comprehending texts through listening, reading and viewing
√ Composing texts through speaking, writing and creating
√ Text knowledge
√ Grammar knowledge
√ Word knowledge
  ☐ Visual knowledge
Numeracy
  ☐ Estimating and calculating with whole numbers
√ Recognising and using patterns and relationships
  ☐ Using fractions, decimals, percentages, ratios and rates
  ☐ Using spatial reasoning
  ☐ Interpreting statistical information
  ☐ Using measurement

ICT
  ☐ Applying social and ethical protocols and practices when using ICT
  ☐ Investigating with ICT
√ Creating with ICT
√ Communicating with ICT
  ☐ Managing and operating ICT
  ☐ Critical and creative thinking
  ☐ Inquiring - identifying, exploring and organising information and ideas
  ☐ Generating ideas, possibilities and actions
  ☐ Reflecting on thinking and processes
  ☐ Analysing, synthesising and evaluating reasoning and procedures

Personal and social capability
  ☐ Self-awareness
  ☐ Self-management
  ☐ Social awareness
√ Social management
  ☐ Ethical understanding
  ☐ Understanding ethical concepts and issues
  ☐ Reasoning in decision making and actions
  ☐ Exploring values, rights and responsibilities
  ☐ Intercultural understanding
  ☐ Recognising culture and developing respect
  ☐ Interacting and empathising with others
  ☐ Reflecting on intercultural experiences and taking responsibility

Differentiation [for small groups or individuals]:

Students engaging within this unit and program are from a variety of streams, including Academic Excellence. Allowances and differentiation will be made at an individual teacher level to ensure that these students are properly extended and challenged in depth of skills.

Also, students engaging with this program who are case managed by the SEP will have their modified assessment verified by their Case Manager in the SEP unit. Classroom teachers will make individual modifications for case manager students' needs and liaise heavily with their Auslan Interpreter.

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.