

Language: **French**

Important Question: **What Makes a Good Travel Destination?**

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Level: **Elementary, Grade 6**

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Context and purpose

I teach French to elementary-school students, grades 1-6. Students have a wide variety of experiences with French, including beginners, students who have studied French at IICS or other schools, and students who are native speakers of French or have lived and attended school in French-speaking countries. This performance assessment is for a grade 6 class, and takes place during a six-week unit with the theme of travel.

The important question to guide my assessment and unit planning is “What is your ideal travel destination?”

In this unit, students will learn to describe elements of an ‘ideal’ travel destination or experience, including the setting and activities, with a focus on what we can learn about the culture of a country or region through the sights and activities we experience as travelers.

The purpose of the tasks is to assess 1) how well the students can understand information about travel destinations (specifically French-speaking countries and elements of their culture); 2) describe those places and; 3) express their preferences regarding different kinds of travel experiences.

Relationship to standards

The international school uses the International Baccalaureate Primary Years Program. At the Primary level, there are not criteria or standards set out for second language education, so I have used the U.S. standards as my guide. While the assessments I am using do not fit every component of every standard, they correspond with at least part of each of the five standards.

Standard 1: Communication

1.1: *Students engage in conversations, provide and obtain information, express feelings and emotions, and obtain opinions.*

In the interpersonal task of this assessment, students will be participating in a conversation in which they will be required to obtain information about several travel destinations and express opinions about those places.

1.2: *Students understand and interpret written and spoken language on a variety of topics*

In the interpretive task, students will be required to understand the information in the travel websites. They will demonstrate their understanding by the lists and descriptions they keep of the information. They will interpret that knowledge, taking it a step further, by comparing and contrasting their own information with a partner who has researched a different city, and choosing the destination they prefer based on that information.

1.3: *Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.*

In the presentational task, students will present the information they have learned from the interpretive task in the form of a travel brochure. They will later share their brochure in a one-on-one or small group situation with peers, presenting their brochure with the goal of persuading their classmates that their chosen city is an ‘ideal’ travel destination.

Standard 2: Cultures

2.1: *Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.*

In their research of a given city, students will be looking for activities (practices) that are important or unique to the country or region. Part of the goal for this assessment will be to find activities or events such as festivals that reflect something important about the culture of the area.

2.2: *Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.*

The students will also be looking for significant places, such as monuments, buildings, or museums, in the city they explore. Their explanations of these places will show understanding of how those important places reflect the culture and/or history of the area.

Standard 3: Connections

3.1: *Students reinforce and further their knowledge of other disciplines through the foreign language.*

This unit corresponds to a 6-week Social Studies unit about migration. In their homeroom class, students will be looking at the reasons why people migrate, and the ways in which migration affects both the immigrants and those whom they encounter when they arrive in their new home. As a link to that unit, we will open this unit with a discussion of where in the world French is spoken, and how migration and colonization caused the spread of the French language to many parts of the world. This knowledge will be important as students explore the sights and cultures of the countries they have chosen. For example, a student studying Quebec City in Canada might come across a monument to Samuel de Champlain, the French navigator/explorer who founded the city.

Standard 4: Comparisons

4.2: *Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.*

The focus in this unit is less on comparisons of a student's home culture with the target culture, and more on the comparison of two or more French-speaking cultures (although some students in the school do come from French-speaking countries). After gathering information about their chosen city and its culture, students will compare that information with the information gathered by their classmates in order to make a choice about which city they would prefer to visit. And in the interpersonal assessment, students will need to use information about several cultures of the places that are presented to them to choose a preferred destination as well.

Standard 5: Communities

5.1: *Students will use the language both within and beyond the school setting.*

In the classroom, students will use the language they have learned to share their information with their classmates. At the end of the unit, I will ask students to reflect on their own travel experiences. Because I work in an international school, I have the good fortune to have a classroom full of international travelers. The students will write a reflection sharing what they have learned about other cultures from past travel, and after this unit of study, which cultures from among the ones they and their classmates have researched they might like to explore. I will most likely ask the students to write this reflection in English so that it can be shared with their parents (except in cases where students speak French at home). While the reflection itself will be in English, it is my hope that students will express interest in learning more about francophone cultures through future travel experiences.

STEP 1

GOALS/OBJECTIVES

1. Students will be able to use French to describe the setting, activities and sights of travel destinations.
2. Students will be able to use French to express likes, dislikes, and preference for given locations and activities.
3. Students will be able to use French to compare setting, activities and sights in several travel destinations where French is spoken.
4. Students will be able to show understanding of the culture of a French-speaking country.

Summary of Assessment Tasks

What kind of task will demonstrate that students have learned and can do the objective?

Communication →	Interpretive task	Presentational task	Interpersonal task
<p>Performance Assessments → (Note: The performance assessment tasks are integrated throughout the instructional unit; They are not meant to be given together at the end of the unit.)</p>	<p>Students will visit a travel website about a French-speaking country. They will write a brief description of the setting including the geography and climate. They will also describe possible activities to do and cultural sights to see in the city/area.</p>	<p>Students will use the information from the interpretive task to create a travel brochure for their selected country. In their brochure, they will include information about setting and possible activities, as well as pictures or graphics to support the text.</p>	<p>Students will visit the “travel agent” (teacher) and describe an ideal travel destination they would like to visit. They will need to ask and answer questions about several options presented to them in order to choose a destination.</p>

<p><i>What are the <u>Cultural Aspects</u>?</i></p>	<p>Products: Identify monuments/sights that are important in different French-speaking countries.</p> <p>Practices: Identify leisure activities that are common in different French-speaking countries.</p> <p>Perspectives: Discussion (early in the unit, to be held in English) of why French is spoken in various parts of the world. Recognize some ways in which French migration and colonization influenced other countries.</p>
<p><i>What are the <u>Connections to other subjects</u>?</i></p>	<p>Corresponds to a classroom (social studies) unit about migration: comparing/contrasting different products and practices in different areas of the world, exploring how French migration and colonization influenced the countries students will research.</p>
<p><i>What are the <u>language and cultural Comparisons</u></i></p>	<p>Compare/contrast climate, geography, sights and activities in different parts of the French-speaking world</p>
<p><i>What are the <u>connections to Communities in and outside of the classroom</u>?</i></p>	<p>Students will reflect on their travel experiences, past and future: what have they learned about other cultures from international travel experiences? What new cultures would they like to explore, and why?</p>

STEP 2: Assessment Tasks 1, 2, 3: what will each task assess; does it mirror the instructional objective for the unit?

<i>Mode of Communication</i>	Interpretive task
<p><i>Performance Assessment</i></p> <p>Where in the unit does this fit best?</p>	<p><u>Objective:</u> The students will be able to use a French tourism website to find information about setting (climate, geography) activities and sights in a French-speaking country.</p> <p><u>Preparation</u> This assessment will take place in the third or fourth week of the unit. To prepare for this assessment, students will have learned and practiced using vocabulary for weather, geography and common travel activities and sights through a variety of classroom activities. Also, before giving students this performance assessment, we will go through the questions together as a class, and find the answers using the city of Paris as an example: http://www.parisinfo.com/ While looking for the information about Paris, we will discuss strategies the students can use to find information even though they don't understand every word, and key words to look for that will help them find what they need.</p> <p><u>Assessment task</u> Students will visit a travel website about a French-speaking country. They will choose from the following sites: Belgium: http://www.bruxelles-tourisme.be/accueil/fr/index.html Haïti: http://www.haititourisme.org/ Lebanon: http://www.voyage-liban.com/ Madagascar: http://www.madagascar-tourisme.com Morocco: http://www.tourisme-marocain.com/Onmt_FR/Marches/INS/index.aspx Quebec, Canada: http://www.bonjourquebec.com/ Senegal: http://www.au-senegal.com/ Switzerland: http://www.myswitzerland.com/fr.cfm/accueil/</p>

Tunisia: <http://www.bonjour-tunisie.com/>

Students will find answers to the following questions :

1. What is the climate of the country? Describe the weather in spring, summer, autumn, and winter.
2. What kind of geography is there? Are there mountains, lakes, oceans, etc?
3. What kinds of activities and sights are available? Find at least eight activities and sights, including four that are unique or important to this country's culture.

Questions 1 and 2 will be answered in French. For question 3, the names of activities/sights must be in French. Explanations and descriptions may be in English or French, as students' language abilities allow.

The focus of this assessment and the rating students receive using the rubric, will be on the information obtained. However, as a follow-up and application of that information, students will compare their information with that of a partner who has researched a different country using a Venn diagram, choose which country they would prefer to visit, and write a brief explanation of which country they chose and why. This follow-up activity will be a formative assessment of how well the students are able to communicate their preferences, and preparation for the summative assessment tasks.

RUBRIC for Assessment Task 1

TASK: Reading a website to find tourist information about a French-speaking city

Non-negotiables:

- Student will describe at least eight possible activities and sights, including at least four that are specific to the culture of the region or country.
- Student will describe geography of the region.
- Student will describe weather in the region.

Criteria*	Approaching expectations	Meets expectations	Exceeds expectations
Reading Comprehension: How well does the student show understanding of the travel information?	All information from requirements is included.	All information from requirements is included.	All information from requirements is included.
	Student requires extensive teacher support to complete task.	Student works independently to complete task, may occasionally require support from the teacher.	Student works independently to complete the task, requiring little or no support from teacher.
	Most information is accurate, possibly more than two factual errors.	Most information is accurate, one or two factual errors at most.	All information is accurate.
	Student lists cultural sights and activities but with little or no explanation	Student lists cultural sights and activities with simple explanations	Student gives detailed explanations of cultural sights and activities.

* Number of criteria depends on level, task and **purpose of the assessment task.**

Notes:

RUBRIC for Presentational Task

TASK: Create a travel brochure for a French-speaking city (presentational task)

Non-negotiables:

- Brochure includes information about at least eight activities and sights in a French-speaking city. A minimum of four of these must be specific to the culture of the region or country.
- Brochure includes a description of the climate and geography of the area.
- Brochure includes pictures to illustrate the text.
- Brochure is EITHER typed OR written neatly in a black pen.

Criteria*	Approaching expectations	Meets expectations	Exceeds expectations
Content/culture	Most information in the brochure is accurate. May contain some inaccurate information and/or it is unclear how activities and sights relate to the target culture.	All information included in the brochure is accurate. Several activities, events or sights specific to the culture of the destination are mentioned.	All information included in the brochure is accurate. Several activities, sights or events specific to the culture of the destination are mentioned and described in detail.
Comprehensibility/ Language structures	Student uses short phrases or single words. Errors in language structure sometimes interfere with comprehension	Complete sentences are used. Language structures are mostly correct, and errors do not interfere with comprehensibility.	Writing uses complete and sometimes complex sentences. Language structures are used correctly.
Vocabulary	Student uses limited vocabulary from the unit. May include errors in vocabulary use.	Student uses vocabulary from the unit. All vocabulary use is accurate.	Student uses a wide variety of vocabulary from the unit. All vocabulary use is accurate.
Presentation	Brochure has well-organized information. Pictures are present but the connection between graphics and information is not clear.	Brochure has well-organized information. Pictures support the information. Possibly an imbalance of pictures and text: too many pictures distract from information or too few to support the information well.	Brochure has well-organized information. Pictures support the text. Amount of text and pictures is balanced, and the formatting is exceptionally attractive.

* Number of criteria depends on level, task and **purpose of the assessment task.**

Assessment Task 3

<i>Mode of Communication</i>	Interpersonal task
<p><i>Performance Assessment</i></p> <p>Where in the unit does this fit best?</p>	<p><u>Objective:</u> Students will be able to describe elements of a travel destination that they enjoy, expressing likes, dislikes and preferences based on options presented to them.</p> <p><u>Preparation:</u> This assessment will take place in the 6th week of the unit, after students have finished their travel brochures.</p> <p>When students have finished their travel brochures, as a formative assessment and in preparation for the interpersonal task, students will share their brochure with a partner or small group with the goal of persuading their peers that the country is ‘an ideal destination’, as well as ask questions about their partner’s destination to determine if it is a place they would be interested in visiting.</p> <p><u>Assessment task:</u> Students will visit the “travel agent” (teacher) and describe an ideal travel destination they would like to visit. They will need to ask and answer questions about several options presented to them in order to choose a destination.</p>

RUBRIC or Criteria for Interpersonal Task

TASK: Interview with the teacher: At the travel agency (interpersonal task)

Criteria*	Approaching expectations	Meets expectations	Exceeds expectations
Communication	Responds to questions from others. May ask simple questions. Able to answer questions about likes and dislikes using one- or two-word answers.	Maintains conversation by asking and answering questions related to the topic. Expresses likes and dislikes in simple sentences.	Maintains conversation by asking and answering questions related to the topic. Uses complex sentences to compare and contrast likes and dislikes and and/or support opinions.
Comprehensibility	Mostly comprehensible but requires interpretation by the listener. Student may be unable to clarify when errors in language structure interfere with comprehension.	Mostly comprehensible, requires little interpretation by the listener. Some errors in language structure may require clarification or repetition.	Completely comprehensible, requiring no interpretation by the listener. Any errors in language structure do not interfere with comprehension.
Vocabulary	Student uses limited vocabulary from the unit. May include several errors in vocabulary use.	Student uses vocabulary from the unit. Vocabulary use is accurate, with few or no errors.	Student uses a wide variety of vocabulary from the unit. All vocabulary use is accurate.
Content/Culture	Questions and comments are related to the travel destinations but show little understanding of cultural aspects.	Questions and comments are related to the travel destination and reflect understanding of cultural aspects.	Questions and comments are related to the travel destination and reflect understandings of cultural aspects. Able to compare and contrast cultural aspects of the different destinations discussed.

* Number of criteria depends on level, task and **purpose of the assessment task.**

The instructional and formative assessment components of the unit			
Functions	Structures	Vocabulary	Materials/Resources
Describing activities and places	Verbs: Infinitive of expressions with 'faire' and other verbs	Faire du vélo Faire du ski Faire une promenade Faire du shopping Faire du sport Faire du camping Faire de l'escalade Faire du cheval Nager Manger Visiter Aller	Pictures Flash cards Maps Travel books and brochures
	Verbs in the present tense	Pouvoir (on peut...)	
	Nouns	Le climat La météo Les saisons : été, automne, hiver, printemps La géographie Une activité Un loisir un musée un monument un parc un jardin un bâtiment	

<p>Ask questions</p> <p>Express likes, dislikes and preferences</p> <p>Describing weather</p>	<p>Prepositions (to be used before the name of a country/city)</p> <p>Verbs in the present tense</p>	<p>une ville la plage la forêt la montagne le fleuve le désert</p> <p>à en au</p> <p>Est-ce que...</p> <p>Aimer Adorer Détester Préferer Vouloir</p> <p>Il fait chaud, froid, du soleil, du vent, beau, mauvais Il neige Il pleut</p>	
<p>Reflection: What worked well, what needs to be changed?</p>			

STEP 3

Planning Template: Preparing for the Interpersonal, Presentational, Interpretive Assessments

(Beginning–middle–end) How do I introduce topic, build a middle, wrap up the unit?

Learning Activities /Opportunities for students to practice

	Learning Activities: Description
Beginning	<p>Discussion of ‘la francophonie’: where do people speak French? How did migration and/or colonization affect the spread of language? Have students ever traveled to a French-speaking country? Would they like to? Where?</p> <p>Introduction/practice vocabulary for activities and expressing preferences</p> <ul style="list-style-type: none"> - partner activities, surveys, ask/answer questions about likes and dislikes - four corners game with j’aime/j’adore/je n’aime pas/je déteste - TPR, flash cards, vocab games for activity and geography vocabulary - la météo daily routine, students tell date and weather
Middle	<ul style="list-style-type: none"> - question/answer pair activities, guessing games to practice describing geography and activities : Qu’est-ce qu’il y a en/au ... ? Qu’est-ce qu’on peut faire en/au... ? - using pictures/maps, students describe what activities they can do in a given place - introduction to verbs VOULOIR and POUVOIR, practice using song, games, worksheets, dictation, pair activities
End	<p>Students share their brochure with a partner or small group with the goal of persuading their peers that the country is ‘an ideal destination’, ask questions about their partner’s destination, tell/write about which of their peers’ destinations they would be interested in.</p> <p>Reflection: students will write a reflection sharing what they have learned about other cultures from past travel, and after this unit of study, which cultures from among the ones they and their classmates have researched they might like to explore.</p>