

Brussels-Lux Study Tour 2022

High School French Lesson Plan

Name: Kevin Priest		Unit Plan: Weeks of Sept. 23-30 & Oct. 3-7	
		Subject/Grade Level: High School French	
Unit Title:	European Week of Sport Project & Fantasy League		
Unit Narrative:	The students at the all-boys school where I teach know a lot about sports both national, and international. The culture of sports at this school, however, is deeply competitive and only marginally inclusive. In this project, I aim to facilitate communication about international collaboration, community cohesion, and inclusion through the lens and practice of sport in tandem with the EU Week of Sport program.		
Standards:	ACTFL World Readiness Standards for Language (Novice to Intermediate High range with special focus on Communication 1, 2: Relating Cultural Practices to Perspectives and Relating Cultural Products to Perspectives with sub-emphasis on Communities and Comparisons standards outlined in the WRS)		
Objectives			
<ul style="list-style-type: none"> → Throughout this project, students will use vocabulary chunks, sentence starters, and grammar lifts to communicate in the interpretive, interpersonal, and presentational domains to make connections, and comparisons through in-class group discussions and a presentation. → By the end of this project, students will know what the EU Week of Sport is, how and why it operates, and how it relates to their home communities. → By the end of this project, students will be able to describe and analyze what they know about sport in their home communities and how it differs from or is similar to sport in global communities. → By the end of this project, students will be able to elucidate the core values of the EU Week of Sport and imagine ways to increase inclusion in their home sporting communities, which they will present through journal writing. → By the end of this project, students will have designed a Fantasy EU Sports bracket of a sport of their choosing, which they will use as a game to play in agreed upon teams within their classes to demonstrate their understanding of European sports leagues and how they relate to and are different than US sports leagues. 			
Big Ideas			
→ Communities, Cooperation, Cohesion, Inclusion			
Essential Questions			
<ul style="list-style-type: none"> → What is the purpose of sport? → What is the EU Week of Sport? <ul style="list-style-type: none"> o Who participates? o How? o Why? → What are some of the core initiatives of the Week and where do you see those reflected in your communities? → How is diversity represented and supported in your sport community? 			

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→ What are some ways sporting groups can promote athletic excellence and inclusivity simultaneously?	
Learning Acquisition and Assessment	
Students will know... (content/concepts) <ul style="list-style-type: none"> → Vocabulary relating to the Week → Core concepts of the Week → Brief history and overview of a team of their choosing 	Students will be able to... (skills, performance tasks) <ul style="list-style-type: none"> → Discuss the Week in small groups and in a front-of-class presentation → Describe the Week → Describe a team and associated info
Formative Assessments <ul style="list-style-type: none"> → Journal for Can-do statements, <ul style="list-style-type: none"> o brainstorming, o vocabulary tracking, o sentence starter practice, o grammar in context → In-class discussions 	Summative Assessments <ul style="list-style-type: none"> → Presentation of findings → In/out-of-class game (materials depend on context and student population)
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing	
Day 1	<ul style="list-style-type: none"> → Presentational overview including: <ul style="list-style-type: none"> o Vocabulary activation (chunk, PQA, special person interview) o EU Week of Sport basics o Can-do statement: “I can recognize and understand when someone is talking about sports in a francophone/european context” <i>(students rate proficiency on a 1-3 scale with 3 being unassisted, 2 being some assistance needed, 1 being a lot of assistance needed)</i>
Day 2	<ul style="list-style-type: none"> → EU Week of Sport core information <ul style="list-style-type: none"> o Read and take notes about the Week o Guiding comprehension questions o Can-do statement: “I can understand what I read about sport in the EU” → Students begin researching sport of their choice to develop understanding of particular differences between sports cultures in the US and the EU <ul style="list-style-type: none"> o Homework: choose a sport and a team to research and write a report on the brief history of that sport and team including some recent stats, key coaches and players, and an interesting fact <i>(this will be vocabulary already presented but the students in lower levels should feel encouraged to write in English or as much French as they have to avoid an affective filter trigger; student presentations should be conducted in English for students in levels 1-2).</i>
Day 3	<ul style="list-style-type: none"> → In-class discussion of Essential Question #s 1-3 → Vocabulary review through special person interview, note-taking/drawing → In-class time to work on sport/team report

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Day 4	<ul style="list-style-type: none">→ Vocabulary practice through PQA using Essential Question 1 and 2→ In-class writing about EQ #4 followed by in-class discussion→ In teams, students begin discussion of drafts of their reports→ Students spend time creating bracket
Day 5	<ul style="list-style-type: none">→ Students begin presentations→ Week 2 should consist of finishing presentations and entering game-phase which should be determined by the needs and context of the individual school site
Resources and Materials	
<ul style="list-style-type: none">→ EU Week of Sport home page→ Vocabulary list→ Sentence starter list→ Grammar lift chart→ Laptop, tablet, computer lab for student presentations→ League/bracket handout and breakdown→ If school site has capacity → soccer balls, field, goals, for class field day	