

THEMATIC UNIT MAKEOVER: Going from drab to fab!

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THIS PRESENTATION AND ACCOMPANYING
MATERIALS CAN BE FOUND ON MY
WEBPAGE:

WWW.MSMADAME.COM

UNDER THE
DOCUMENTS TAB
AT THE TOP
OF THE PAGE



Who am I? Who are you ?

- HS Educators?
- MS Educators?
- Elementary Educators?
- University Educators?
- Pre-Service Educators?
- Retired Educators?
- Administration?
- Currently using Thematic Units?
- Proficiency with Thematic Units (Give me a 0 to 5)



Ms. Madame



Today's Session Goals



Address why to use thematic units



Explain the steps involved in thematic unit planning



Show how to enhance existing units with real communication, cultural empathy and diverse world perspectives



Brainstorm ways that you can update your thematic units



WHY SHOULD WE USE THEMATIC UNITS?

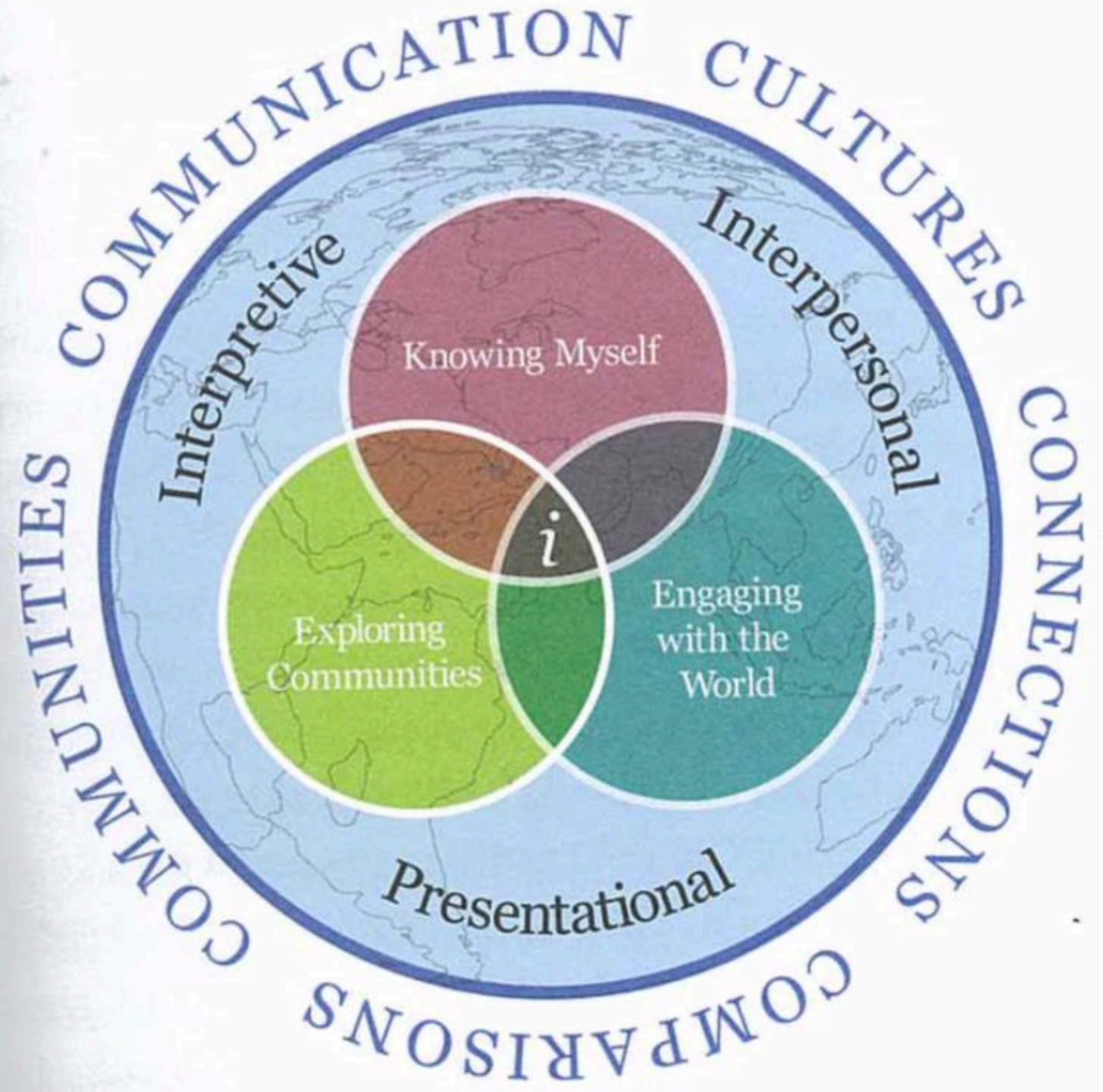


MY WHY

“I took French for 4
years and I don’t
remember a
thing...”

CURRICULUM DESIGN FOR LEARNING LANGUAGES IN THE 21ST CENTURY

Clementi and Terrill, 2013



Thematic Unit Mindset

- Communicatively purposeful
- Culturally focused
- Intrinsically interesting
- Cognitively engaging
- Standards-based

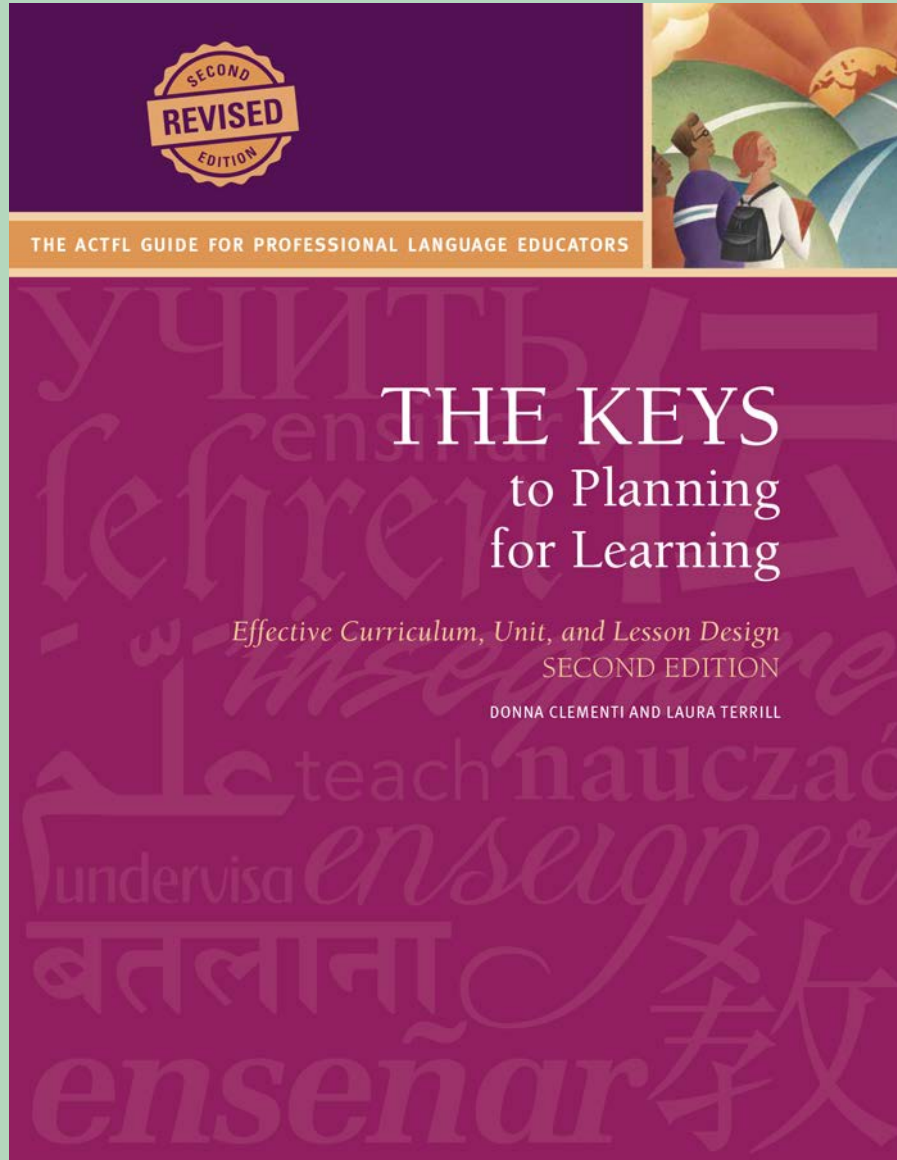


THINK OF A UNIT YOU TEACH NOW THAT JUST SEEMS...DRAB

Go to this [Menti](#) to add your “drab” unit



WHAT STEPS ARE INVOLVED IN PLANNING A THEMATIC UNIT?



THE KEYS TO PLANNING FOR LEARNING

BY
DONNA CLEMENTI
AND
LAURA TERRILL

AVAILABLE FROM ACTFL

Steps:



1. Choose a theme



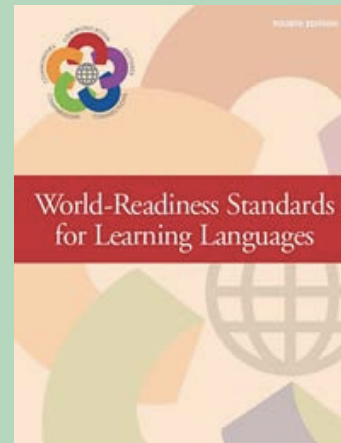
2. Write an essential question



3. Determine unit goals



4. Create unit IPAs



5. Integrate the standards



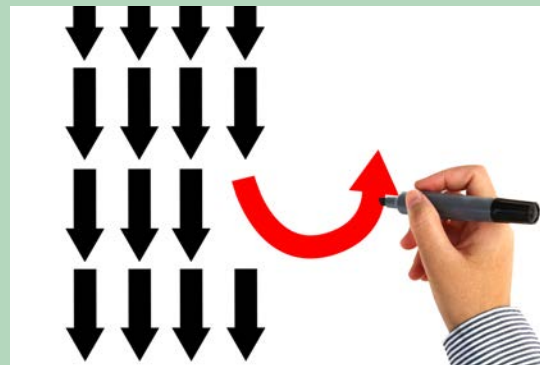
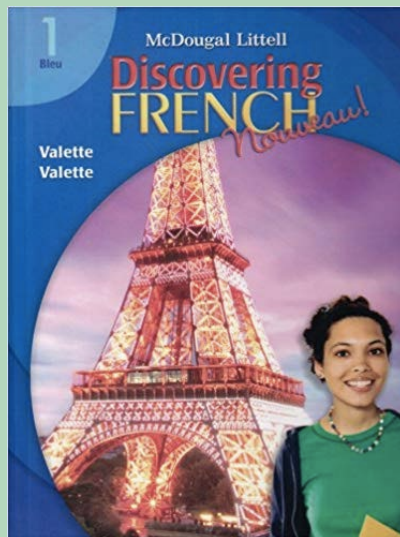
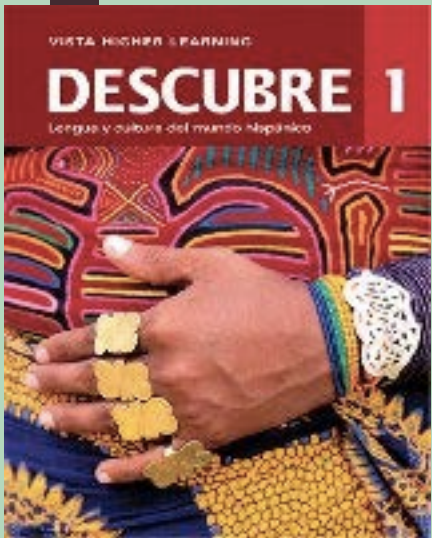
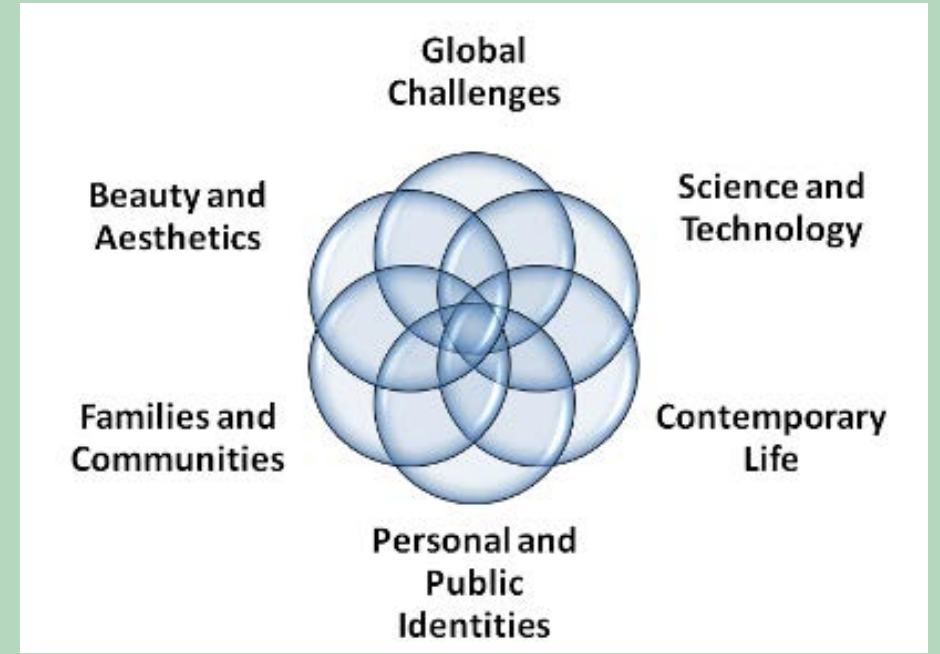
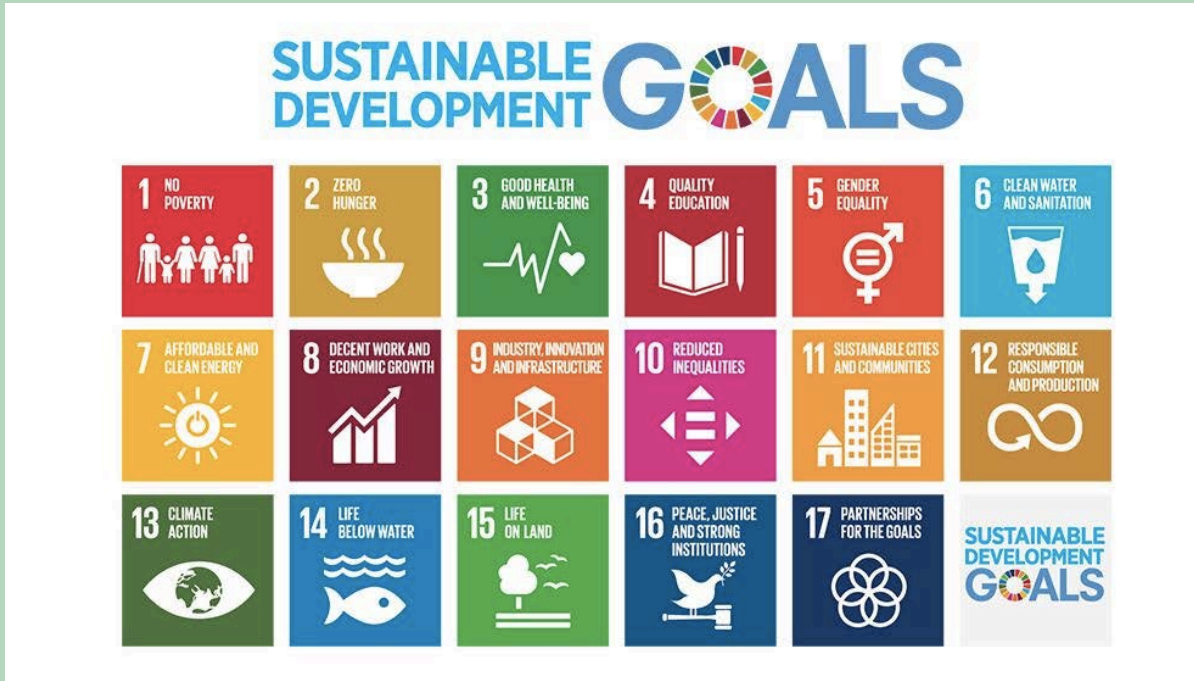
6. Stock the toolbox

STEP 1:

*CHOOSE
A THEME*



Where to find themes:





STEP 2:

*WRITE AN
ESSENTIAL
QUESTION*

An EQ should ...



- open-ended
- important & timeless
- globally relevant
- differentiated
- asked & answered in the target language

An EQ should & will be revisited & revised as you continue to plan

HOW DO WE ENHANCE
EXISTING THEMATIC
UNITS?

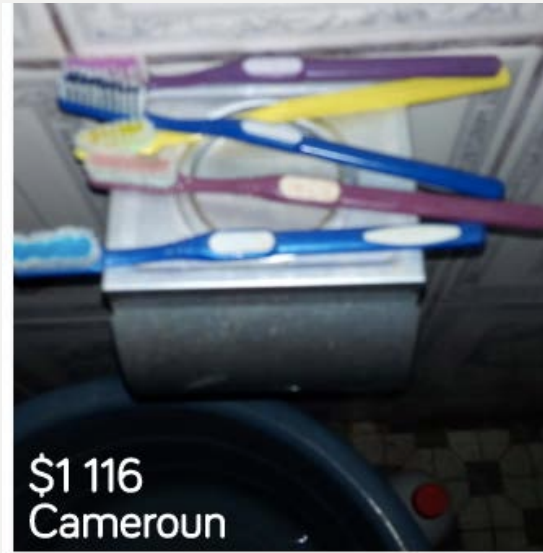
HOW DO WE UPDATE
TEXTBOOK UNITS?

Novice high/Intermediate low unit:
Daily routine
(AKA: *The reflexive unit*)

The traditional “drab” unit:

- generic list reflexive verbs
- reflexive commands
- generic beauty products
- parts of the body/face





My thought process:

- I knew I wanted the students to think about their own morning and evening routine
- Next, I wanted them to understand that routines do not vary much from country to country; routines vary by different economic circumstances
- I wanted them to realize how daily routines indicate inequalities in standards of living
- I also wanted them to assess their own standards of living in comparison to others in the world

<https://www.gapminder.org/dollar-street/matrix>

The fab routine unit: *Theme & EQ*



Kelly Karstrand

Language and Level / Grade	French 2	Approximate Length of Unit	8 weeks
Performance Range	Novice High-Intermediate Low	Approximate Number of Minutes Weekly	290 minutes
Theme/Topic	Daily routine & Standard of <u>living</u> (Ma routine <u>quotidienne</u> et Mon <u>niveau de vie</u>)		
Essential Question	How do daily routines reflect one's quality of life/lifestyle? <u>Qu'est-ce que les routines quotidiennes nous disent de qualité de vie ?</u>		

The fab routine unit: *Goals*



Unit Goals

I will be able to:

- recognize steps in a common daily routine (*Remembering*)
- talk about my daily routine (*Understanding*)
- recognize steps in a daily routine of someone in a different economic circumstance (*Remembering*)
- talk about others' daily routines and what they use to accomplish these routines (*Applying*)
- reflect on how my daily routine would be if I lived somewhere different and had different economic means (*Understanding*)
- explain how daily routines indicate inequalities of standards of living (*Analyzing*)
- articulate an accurate understanding of standards of living in the rest of the world (*Creating*)
- accurately assess my own standard of living in comparison to rest of the world (*Evaluating*)

The fab routine unit: *IPAs*

Summative Performance Assessment Tasks	
Interpretive Mode	
<p>STEP A Formative Listen to an audio about a man describing his daily routine. Complete a comprehension guide that includes, key word recognition and supporting detail detection</p>	<p>STEP C (Summative- CUA grade) Read an article about a boy's day in Sénégal. Complete a comprehension guide that includes key word recognition, main idea, supporting detail detection, guessing meaning from context and a cultural comparison.</p>
Presentational Mode	Interpersonal Mode
<p>Polished: STEP D Presentational Speaking (Summative - CUA Grade) Create a video on a chosen country in which you show daily routines at different income levels. Narrate your video in French. Post to Flipgrid when complete. Will be viewed as part of Interpersonal Speaking (Step E)</p>	<p>STEP E Interpersonal Speaking (Summative - CUA Grade) Group discussion: After viewing several of your classmates' videos, discuss how the quality of life in a specific country varies based on income level. Incorporate your ideas into your On Demand Presentational Writing.</p>
<p>On Demand: STEP B Presentational Speaking (Formative - Quiz Grade) Students will describe their daily routines.]</p> <p>STEP F Presentational Writing (Summative - CUA Grade) Explain in writing how your standard of living compares to the rest of the world.</p>	

The fab routine unit: *Toolbox (Structures & Vocabulary)*

Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
<ul style="list-style-type: none"> -recognize steps in a common daily routine -narrate my daily routine -rewrite story about someone getting ready for bed when prompted by pictures 	<ul style="list-style-type: none"> -Reflexive verbs -adverbs of order -other adverbs 	<ul style="list-style-type: none"> -typical routine vocabulary -<u>D'abord</u>, <u>ensuite</u>, <u>puis</u>, <u>prochain</u>, <u>enfin</u>, <u>finale</u>ment -<u>tôt</u>, tard, etc.
<ul style="list-style-type: none"> -talk about others' daily routines and what they use to accomplish these routines 	<ul style="list-style-type: none"> daily routine items on + reflexive verbs 	<ul style="list-style-type: none"> -typical routine/beauty tools
<ul style="list-style-type: none"> -reflect on how my daily routine would be if I lived somewhere different and had different economic means 	<ul style="list-style-type: none"> Si <u>imparfait</u>, conditional geographical prepositions 	<ul style="list-style-type: none"> Si <u>j'habitais</u> (à, <u>en</u>, au, aux) _____, <u>je</u> -----
<ul style="list-style-type: none"> -explain how daily routines indicate inequalities of standards of living 	<ul style="list-style-type: none"> sentence starters 	<ul style="list-style-type: none"> <u>plus pauvre que</u>/plus riche que/le <u>revenu mensuel</u>



REMEMBER THE “DRAB”
UNIT YOU POSTED TO
MENTI?

ANY IDEAS YET ON HOW
TO MAKE IT ”FAB”?

*Take 1 minute to discuss your ideas with
your teacher pals*



Novice mid unit: Where I go *(AKA: The city & the verb to go unit)*

The traditional “drab” unit:

- generic list of city places
- conjugation of the verb “to go”
- modes of transportation
- directions





My thought process:

- I knew I wanted the students to explore the city topic by first considering it in terms of their own town.
- Then I wanted them to think of their own larger community (in this case, Chicago).
- Next, we could explore some cities in France and then explore other Francophone cities.
- I wanted them to notice similarities and differences in the cities and to think about what a city says about its people.
- I also wanted them to think about what is important to be included in a city.

The fab city unit: *Theme & EQ*



Kelly Karstrand

Language and Level / Grade	French 1-Secondary 9-12	Approximate Length of Unit	8 weeks
Performance Range	Novice Mid-High	Approximate Number of Minutes Weekly	242 minutes
Theme/Topic	Contemporary Life/Family & Community City Life (<u>Ma ville idéale</u>)		
Essential Question	What makes an ideal city and why? <u>Que fait une ville idéale et pourquoi ?</u>		

The fab city unit: *Goals*



Unit Goals

Learners will be able to:

- recognize places that are found in their city (*Remembering*)
- talk about places they go their city (*Understanding*)
- recognize places that are found in other world cities (*Remembering*)
- talk about places that others go in world cities (*Applying*)
- talk about similarities and differences in their city and other world cities (*Understanding*)
- explain why people go to places in cities (*Analyzing*)
- rate the importance of places in a city (*Evaluating*)
- design their own ideal city (*Creating*)
- explain in writing why they included what they did in their ideal city (*Evaluating*)

The fab city unit: *IPAs*

Summative Performance Assessment Tasks			
<ul style="list-style-type: none"> • <i>These tasks allow learners to demonstrate how well they have met the goals of the unit.</i> ⑩ <i>The tasks follow the format of the <u>IPA</u>, but are integrated throughout the unit.</i> • <i>The template encourages multiple Interpretive tasks.</i> ⑩ <i>The Interpretive tasks inform the content of the Presentational and Interpersonal tasks.</i> ⑩ <i>The tasks incorporate 21st Century Learning.</i> 	Interpretive Mode		
	(1) Google Earth scavenger hunt: Using a list of city places, find them in other world cities. Incorporate the images you find into your Polished Presentational Writing.	(2) Read simple descriptions of activities and match them to pictures of the city place where one can do those activities	(3) Listen to commercials for various city places and determine which place they are describing. (Google Forms)
	Presentational Mode		Interpersonal Mode
	<p>Polished: Working in a small group, create a children's picture book in French about world cities. Include 3 different cities, what is in the cities and what people do at those places. These books are destined for young children in the French-speaking world about city places. (Book Creator)</p>		<p>After reading several of your classmates' city children's books, discuss with <u>classmates</u> commonalities and differences. Discuss why people go to these city places. Rate why certain places may be more or less important to have in a city. Incorporate your ideas into your On Demand Presentational Writing.</p>
<p>On Demand: Explain in writing what should be included in an ideal city and why.</p>			

The fab city unit:

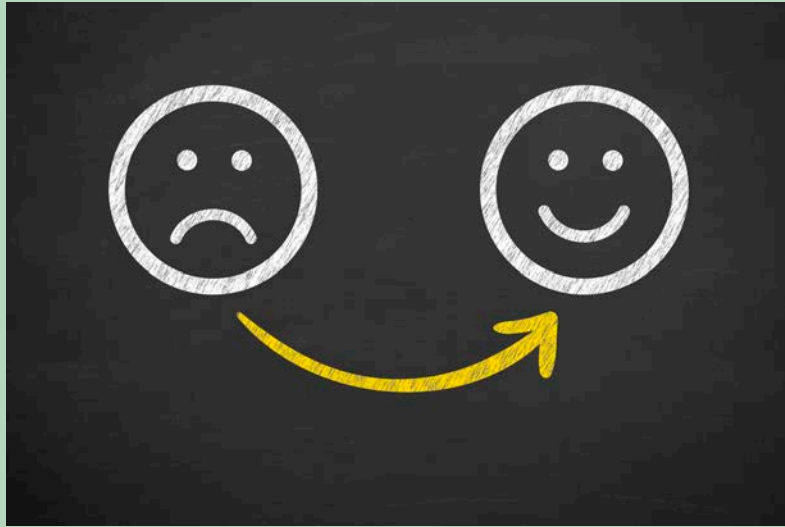
Toolbox (Structures & Vocabulary)

Supporting Functions	Supporting Structures / Patterns	Priority Vocabulary
recognize places that are found in their city and other world cities	Il y a <u>une/une...</u> à (city) <u>Il, 'n'y a pas de...</u>	-Names of typical buildings/places in a city -modes of transportation -city related activities -et, <u>mais</u>
talk about places they go their city and how they get there	Je <u>vais au/à la/à l'...</u> <u>J'y vais par/en/à...</u>	
talk about places that others go in world cities	On <u>va au/à la/à l'...</u>	
explain why people go to places in cities	On y <u>va pour...</u> (<u>Infinitif</u>)	
rate the importance of places in a city	<u>...est plus important que..</u> <u>...est moins important que...</u> <u>...est aussi important que....</u>	<u>le centre-ville</u>
explain in writing why they included what they did in their ideal city	<u>Pourquoi? Parce que</u> <u>Je pense que...</u>	

LET'S GO BACK TO OUR
“DRAB” UNITS

WHAT WE CAN DO
TOGETHER
TO MAKE THEM
“FAB”?





The make a new “fab” unit, ask yourself:

- Why am I doing this unit?
- Why is it going to be good?
- Why should I spend time on this unit?
- Is it important?
- Will it build my students’ communication skills?
- Can I address all 3 modes of communication in this unit?



References:

- “The Keys to Planning for Learning” Second Edition Donna Clementi and Laura Terrill 2017
- “How the Brain Learns” David A. Sousa 2017
- “Educating for Global Competence: Preparing our Youth to Engage the World” Anthony Boix Mansilla and Anthony Jackson- Asia Society
- “Teaching for Global Competence in a Rapidly Changing World” Asia Society
- “Words and Actions: Teaching Languages Through the Lens of Social Justice” Glynn, Wesley, Wassell, 2014
- United Nations Sustainable Development Goals
- Gapminder.org
- Msmadame.com



MERCI BEAUCOUP!

PLEASE CONTACT ME WITH
QUESTIONS, COMMENTS,
SUGGESTIONS

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