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Lincoln High School

Ellwood City Area School District

Beaver Valley IU

Governor's Institute 2006

La Maison de tes Reves

The Portfolio:

1. The Portfolio consists of two parts: Assessment Project, and Reflection Sheets, in this order. **Note that you may hand in your reflection sheets (hard copy or by e-mail) before you leave the Institute.** In this case, they need **not** be included in the portfolio.
2. The portfolio should have a Cover Sheet, giving the author's *name, school, and school district* (if applicable), *Governor's Institute 2006* and the *Theme of the Unit* (in English or the target language) in large and bold print.
3. Put your name and school or school district on the bottom of the page as a footer. Please number your pages on the upper right hand side of the page.
4. Write your explanations in English, but give examples in the target language. You may extend your text beyond the size of the boxes.

Mail Portfolio (hard copy and a disk in Word, titled with your last name followed by first initial) on or before August 21, 2006, to:

**Sister Mary Helen Kashuba, SSJ, DML
Chestnut Hill College
9601 Germantown Ave.
Philadelphia PA 19118**

**Telephone: 215-248-7124
E-mail: kashubam@chc.edu**

Template for the Assessment Project :**A. THEME OF THE UNIT:**

Describe the theme and list topics that will be part of your unit. You can present this as an outline or as a web.

Theme: La Maison de Mes Reves (My Dream Home)

Topics addressed:

I. Situation

- A. en France
 - en Afrique
 - en ville
 - en banlieue
 - en campagne
 - pres de la plage
 - dans la montagne

B. l'adresse

- #, avenue de _____ (21, avenue de la Boardannais)
- #, rue de _____ (31, rue de l'Odeon)

II. Immobilier

A. Les immeubles

- 1. Les appartements
 - a. des studios
 - b. de petits appartements
 - c. de grands appartements
 - d. des HLM
- 2. Le rez-de-chaussee
 - Le premier etage, deuxieme,... dernier etage

B. Les maisons

- 1. en bois
- 2. en chaume
- 3. de maitre

C. Les hameaux

D. Les pavillons

III. Les pieces

- A. dedans—la cuisine, la salle a manger, la chambre, la salle de bains, la salle de séjour, des toilettes
- B. au-dehors---la terrasse, le jardin, le garage, le balcon, l'entrée
- C. Descriptions
 - 1. Surface
 - 2. faire le plan
 - 3. le prix
- D. Ce qu'on fait dans les pièces

Performance Objectives and Standards Addressed:

- **Example: Students will be able to identify three environmental concerns of young people in France. They will summarize information on one of these issues from sources found on websites or in magazines. INTERPRETIVE COMMUNICATION).**
- Students will be able to identify key functions of a real estate web site which they could possibly use to find their “dream homes.” They will be able to describe an apartment for sell which appears in an ad to help them develop ideas for their “dream home.” INTERPRETIVE 1.2 COMMUNICATION
- Students will be able to engage in conversation concerning the usefulness of the web site for their “dream home” search, their likes and dislikes of the apartment advertised, how housing in France compares to housing in the US, and their own ideas of the “dream home.”
INTERPERSONAL 1.1 COMMUNICATIONS 3.1 CONNECTIONS
4.1 COMPARISONS
- Students will be able to draw a rough floor plan of their “dream home” with a written explanation to the real estate agent or architect as to why they chose or created this type of home. PRESENTATIONAL 1.3 COMMUNICATION
5.1 COMMUNITIES

B. FORMAL ASSESSMENT (END OF UNIT)

1. ASSESSMENT MODEL: Choose the model you want to use for the end of unit assessment. Provide an overview of the plan, standards assessed, and content.

 X IPA PROJECT OTHER

My students are high school novice learners. We have extensively reviewed vocabulary, structures, and functions related to the general theme of “the house.” They have taken quizzes and other types of formative assessments which have indicated that

Nom _____

Le date _____

1. Key word recognition.

Find in the article the French word that best expresses the meaning of each of the following

real estate _____

top floor _____

advertisement _____

rooms _____

location _____

a building _____

virtual tour _____

quiet _____

sales _____

to buy _____

2. Important words and phrases:

First, circle the letter of the ideas mentioned in the article.

Then, write the letter of that idea next to where it appears in the text.

- A. Il y a un appartement pour vendre.
- B. L'annonce donne les informations de l'appartement.
- C. L'appartement coûte 259 000 €
- D. L'annonce ne donne pas l'adresse de l'appartement.
- E. Cet appartement est a la campagne.
- F. C'est très calme a l'appartement.
- G. Pour acheter cet appartement, il faut contacter Agence Marceau.

3. Main Idea (s) : answer the questions in English

What is the name of the website and what is its purpose ?

Using information from the home page of this site, provide the main idea (s) given on the home pages.

Could you use this site to help you search for ideas for your dream vacation home?

If no, why not?

If yes, how can this site help you?

Website: Seloger. home page. 10 Aug. 2006. 11 Aug. 2006 <http://www.seloger.com/137/16718053/a_an

INTERPERSONAL PHASE:

The students have already been paired and will be working independently on a class assignment as I videotape. I will give them in English.

Directions given orally for each pair of students: You are both still thinking of ideas for your vacation dream home. Compare this property to a similar property in the US—what are the similarities and differences? Share thoughts of your dream home to those in the US. Ask for examples of what your partner might include in his dream house. During your conversation, I will

(To keep students on track, I will post visual prompts: the home page of website
US and French flags (compare)
photo of house)

PRESENTATIONAL PHASE:

Written directions to the students.

le nom _____

le date _____

You finally have your dream vacation home in mind and can't wait to tell your real estate agent or architect your vacation dream home looks like.

When drawing the *rough* floor plan:

1. label all rooms **en français**.
2. indicate the size of the room in m x m
3. indicate the height of the room in m
4. if your home has more than one story (etage), draw a separate floor plan for each story. Do not
5. the floor plan must be drawn on the paper provided
6. you may use any medium.

7. you cannot copy a floor plan from a book, website, etc.— it must be drawn

When writing the explanation, it must include:

1. location, situation ----ou est la maison? en ville, pres de la plage)
2. ce que tu fais dans chaque piece. (La cuisine est grande parce que j’ aime faire la cuisine.)
3. pourquoi tu choisis ce projet de plan. (La salle a manger et la salle de séjour ne sont pas séparés)
4. combien d’ argent tu a pour la maison (en €).

3. ADDITIONAL TEACHER MATERIAL. Please provide here any additional material you might be using as the teacher and that the students may not be seeing on the assessment. For example, if you are presenting them with an oral interpretive passage or interviewing them from a set of prompts, provide that so that others know what the prompts are or what the passage is about.

Interpretive phase: I used a real estate website: [SeLoger](http://www.seloger.com). Home page. 10 Aug. 2006. 11. Aug. 2006 < http://www.seloger.com/137/16718053/a_ann.htm>. I have made a copy of that site for your convenience.

Interpersonal phase: I used the following guideline to help me evaluate student performance.

Interpersonal Phase
Discussion Guidelines

Warm-up:

Initiates

Responds

Core:

Le site aide tes recherches?
Avec les Etats-Unis-c’ est le même ou différent ?
Tu aimes l’ appartement de l’ annonce ?
Dis-moi de la maison de tes rêves—les chambres, etc.

Challenge :

Où est ta maison ?
Ta maison est grande ou petite ?

Combien de pièces a ta maison ?

Wind-down

J'aime ta maison, bonne chance !

Merci, ta maison est jolie, aussi !

4. RUBRIC or SCORING SYSTEM:

Provide the rubric or scoring system you will use for the formal assessment.

Le maison de tes rêves – IPA

Please see rubric on Page 9.

Levels:	Exceeds Expectations-4	Meets Expectation s-3	Almost Meets Expectations-2	Does Not Meet Expectations-1	Score
<i>Criteria:</i>					
Interpretive Task Reading the site		Recognizes (4+)key words in site. Identifies most of important ideas in words or phrases (7-5) Identifies main idea-real estate with ad for apartment	Recognizes some (4-3)key words of the site. Identifies some significant ideas expressed in words or phrases (4-3). Identifies main idea of site-real estate with ad for apartment.	Recognizes few (2-0) key words. Identifies a couple (2) of significant ideas in words or phrases. Does not identify the main idea of the site-real estate with ad for apartment.	
Interpersonal Task Discussion of site and comparing ideas of the dream home.	Creates with language beyond memorized language of "the dream house" theme. Accurate using mostly single sentences in present tense. Maintains simple conversation by asking and answering questions. Clarifies by rephrasing. Speaks independently of partner.	Uses mostly memorized language of "the dream house" theme with some attempt to create. Accurate using simple sentences and memorized language. Responds to basic questions and asks a few formulaic questions. Clarifies by using substitute words. Responds to questions but relies somewhat on partner when required to ask a question.	Uses mostly memorized language of "the dream house" theme with few attempts to create. Accurate using some single sentences and memorized language. Responds to some basic questions and attempts to ask questions. Clarifies meaning by repeating words. Relies somewhat on partner to respond to and ask questions.	Uses memorized language of "the dream house" theme only. Accurate using only words and phrases. Responds to a few basic questions. Clarifies by repeating words and using English. Relies heavily on partner.	
Presentational Task Demonstrating "La maison de tes rêves" Explanation	Creates with the language,using simple sentences and strings of sentences. Shows fluency. Demonstrates ability to connect explanation to the floor plan. Uses vocabulary and phrases to effectively explain choice of dream home. Maintains the attention of the audience(architect or real estate agent).	Uses mostly memorized language with some attempt to create. Uses simple sentences and memorized phrases. Shows some fluency. Demonstrates some ability to connect explanation to floor plan. Use of vocabulary and phrases basically explains choice of dream home. Maintains the attention of the audience.	Uses mostly memorized language with a few attempts to create. Uses some simple sentences and memorized phrases. Writing is somewhat fragmented. Demonstrates little ability to connect explanation to the floor plan. Use of vocabulary and phrases somewhat explains the choice of dream home. Little effort to maintain attention of audience.	Uses memorized language only. Uses only words and phrases. Writing is fragmented. Demonstrates no ability to connect explanation to floor plan. Choice of vocabulary and phrases does not explain the choice of dream home. No effort to maintain attention of audience.	
Presentational Task "La maison de tes rêves" Floor Plan		Floor plan is correctly labeled/gives clear picture of dream home.	Floor plan has a few errors with labeling/gives a good picture of dream home.	Floor plan is not well labeled and does not give clear picture of dream home.	
Participation and Adherence of guidelines throughout the IPA	Demonstrates enthusiasm for activities. Cooperates well. Follows all directions and timelines. Sincere attempt to do well. Is neat and organized.	Cooperates well. Follows directions and timelines. Is neat and organized.	Cooperates at times. Follows directions and timelines most of the time. Is somewhat neat and organized	Rarely cooperates. Does not follow directions or timelines. Is not neat and is unorganized.	

FOLLOW UP: In order to obtain the extra 10 credits for Act 48: *Choose one of the following options and submit your report by May 15, 2007:*

Option A: Use the assessment you have created during the next school year, and submit examples of student work. Choose work that represents students who have met expectations, approached expectations, and exceeded the. Example:

Example of Student 1: Approaches expectations

Example of Student 2: Meets expectations

Example of Student 3: Exceeds expectations

Option B: INFORMAL ASSESSMENTS (DURING THE UNIT)

Submit 2 or 3 smaller assessments for the theme that you administered during the unit. As with the formal assessment, provide the objective for the assessment, a copy of the assessment as provided or directed to students, connect it to targeted standards, and provide scoring guidelines.

Informal Assessment 1:

Informal Assessment 2:

Informal Assessment 3:

La maison de tes rêves--IPA

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<i>Criteria:</i>					
Interpretive Task Reading the site		Recognizes (4+)key words in site. Identifies most of important ideas in words or phrases (7-5) Identifies main idea-real estate with ad for apartment	Recognizes some (4-3) key words of the site. Identifies some significant ideas expressed in words or phrases (4-3). Identifies main idea of site-real estate with ad for apartment.	Recognizes few (2-0) key words. Identifies a couple (2) of significant ideas in words or phrases. Does not identify the main idea of the site-real estate with ad for apartment.	
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Presentational Task "La maison de tes rêves" Floor Plan		Floor plan is correctly labeled/gives clear picture of dream home.	Floor plan has a few errors with labeling/gives a good picture of dream home.	Floor plan is not well labeled and does not give clear picture of dream home.	
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