Learning Experience: Digital Autobiography Author: Anne Conway

Grade Level: French Level One Morrisville-Eaton C. S.

Subject: Self-Description Fearon Road

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**LEARNING CONTEXT**:

Purpose: The purpose of this experience is to internalize French expressions learned at Level I. Students will use what they have learned by applying it to themselves personally. This experience follows basic introductory lessons of introduction, description, self-identification and location.

**Connection to Standards:**

This is a Checkpoint A experience providing spoken and written information for communication. Students will attempt a natural conversational pace, thus increasing oral proficiency and presentation skills.

Standard I: Students will be able to use a language other than English for communication.

Students can:

 -comprehend language consisting of simple vocabulary and structures

 -call upon repetition, rephrasing, and nonverbal cues to convey meaning

Evident when students:

 -exchange simple greetings and answer questions about self and family

 -speak in complete sentences, using present tense

 -use appropriate body language and gestures to supplement the spoken word

**Essential QuestiON:**

 Who am I? How can I express this in another language?

**Content Knowledge: Declarative & Procedural**

Declarative: recall vocabulary learned

Procedural: use the proper word order to construct correct sentences

 access speaking mastery…accent…speed…presentation of product

**PROCEDURE**:

Give students the assignment sheet, discuss it, and give an example. Show a sample on your computer of the product you are looking for. Discuss the rubric. Have them begin writing. They will turn in their autobiography for correction. Students will memorize their sentences. Record presentation to a PC camera and save to a zip disc. We will watch them later as a class.

**INSTRUCTIONAL/ENVIRONMENTAL MODIFICATIONS:**

Each student could have appropriate extended time limits or use resource personnel to modify as needed.

**TIME REQUIRED:**

**Day 1:** Explain the experience and show an example. This would use 15 minutes of

 class time.

**Day 2:** Students write their sentences. Use 15 minutes of class time and make the rest a

 homework assignment.

**Day 3:** Student submits for correction and teacher corrects.

**Day 4:** Student edits…as homework assignment.

**Days 5-9:** Student uses 5 minutes of class time per day to memorize the autobiography,

 practicing clarity, pronunciation, expression and speed.

**Day 10:** Student records using PC camera. With 20 students, this could take one full

 block period (75 min.) so students can get accustomed to the camera, get over the

 “jitters”, and do a re-take. Others can be working on another assignment while

 waiting for their turn.

**RESOURCES**:

Student may use the textbook and notes from class. Teacher needs PC camera and some practice with it, zip drive and zip discs.

**ASSESSMENT PLAN:**

Use attached rubric.

**REFLECTION:**

Students really like using the PC camera. They want to experiment with it and they like seeing themselves on camera. I had some students come into my room wanting to use it even though they weren’t in my classes. Some students are very self-conscious and do not want to do this in front of others. I let them come in after school. If they did not want others to see the final product, I didn’t push them to. The final product looks better if you create a background. We used a French flag.

This is a valuable experience in itself. It is also is a great end product for the teacher to keep. Each year, or each semester, you could add to the product, creating a sequential sample of student growth, like a portfolio. As students become more proficient, you can vary the assignments. For example, Level 3 students could pretend they are making a film for a video dating service, or a commercial. Let their imaginations and creativity take them in a new direction. Students can also take a copy of their own and show it to their parents (it is a public relations tool). This experience does not apply only to French. It could be used for any presentation at any level.

NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DIGITAL AUTOBIOGRAPHY**

Assignment: In 8 to 10 sentences, begin writing your autobiography in French. Tell who you are and where you are from. Tell your nationality and where you go to school. Describe yourself. What is your personality? What do you look like?

Sample: Hello. My name is Paul. I am American. I am from Morrisville. I am a student at Morrisville High School. I am tall. I have brown hair. I am timid but intelligent. I am funny and nice. I am not popular.

Steps to follow: Write your sentences. Hand them in for corrections. Correct your work.

Memorize your sentences. Practice using a good authentic accent and meaningful expression. Record yourself using the PC camera. Less than one minute per student.

Save your work to a disc. Play back and evaluate during class.

My Autobiography:

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# Digital Autobiography Rubric

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| --- | --- | --- | --- | --- | --- |
| Performance Level | Expert | Advanced | Intermediate | Beginner | Score |
| Points | 13 | 12 | 10 | 9 |  |
| **Written Product** |  |  |  |  |  |
| Spelling | All words spelled correctly | Few spelling errors | Some errors | Many errors |  |
| Content | All necessary components | Missing a component | Missing some components | Missing many components |  |
| Neatness | Typed, with accents | Written neatly, presentable | Legible | Not legible |  |
| Involvement | Working at specified times | Reasonable involvement | Shows input, somewhat on task | Not on task |  |
| Presentation |  |  |  |  |  |
| Clarity | Speaks clearly throughout | Could hear most of what was said | Could hear or understand half of what was said | Could not hear or understand most of what was said |  |
| Ease of Delivery | Relaxed conversation, no paper needed | Relaxed conversation with hesitation | Needed paper once or twice, sounds like reading | Only reading conversation, paper needed |  |
| Pronunciation | All words pronounced correctly | Most words pronounced correctly | Many words pronounced incorrectly | Gross errors in pronunciation |  |
| Role, Gestures | Shows enthusiasm and interest; gestures add to presentation | Student shows involvement, some enthusiasm | Minimal input of emotion or voice inflection | No interest, no enthusiasm, no gestures |  |