



Name: Jane Breaux		Unit Plan: Weeks of Government
		Subject/Grade Level: French IV, ~90 min blocks
Unit Title:	C'est Quoi L'Union Européenne? The EU 101	
NC World Language Standards:	<p>IM.CLL.2.1 Understand the main idea and many details of familiar topics in a series of connected sentences, conversations, presentations, and messages.</p> <p>IM.CLL.3.2 Use the language to make simple, factual presentations, narrate or act out poetry, lyrics, stories, and other literature from the target culture.</p> <p>IM.COD.2.1 Understand spoken information about familiar academic topics expressed in a series of connected sentences.</p> <p>IM.COD.3.2 Describe events and opinions using a series of connected sentences to present familiar content from other disciplines.</p> <p>IM.COD.3.3 Use readily available technology tools and digital literacy skills to present academic information in the target language.</p> <p>IM.COD.4.1 Understand how geography and history impact the development of the target culture and its civilization.</p> <p>IM.CMT.4.2 Explain how events in the target culture's history have impacted contemporary perspectives, practices, and products.</p>	
Objectives		
→ Introduce the European Union by summarizing its history, pertinent dates, key players, requirements, goals.		
Key Concepts		
→ The EU is a political and economic union with a common market and money.		
Essential Questions		
→ What benefits might people gain by joining themselves with others under the same governmental umbrella?		
Learning Acquisition and Assessment		
Students will know... (content/concepts)	Students will be able to... (skills, performance tasks)	
→ Which countries are part of the EU	→ Define the EU in the simplest terms	
→ What the main governing bodies are	→ Locate the member countries on a map	
→ Who the three presidents are	→ Compare the EU to the US and France or other francophone countries	
→ What are the requirements for joining		





<p>Formative Assessments</p> <ul style="list-style-type: none"> → Quizlet/Gimkit scores with vocab → Research and present a president → Jigsaw with readings → Game competition answering student-made questions 	<p>Summative Assessments</p> <ul style="list-style-type: none"> → Comparison project between the USA, EU, and France governmental structures
<p>Learning Activities (1 week – 5 days): Lesson introduction, body, and closing</p>	
<p>Day 1</p>	<ul style="list-style-type: none"> → Students will learn the simple definition for the European Union (in French). They will watch a short video (30 sec) and try to interpret meaning from what they hear and see. → Students will learn who the 27 members are (in French), when they became members, and what their flags look like. → Students will learn the objectives of the EU and will be asked to compare them to the motto of the French government, noting similarities and why they are similar. → Students will sort the countries by their entry date, assign a color to those dates, and label a blank map using that color system. → HW: vocabulary list, given in French with students providing the English <p>Main EU-related concepts/activities: What is the EU, who are the members, when did they join, and where are they in Europe?</p>
<p>Day 2</p>	<ul style="list-style-type: none"> → Bell: How many members are there in the EU? Name as many as you can (French then English). → Students will be introduced to the European Council, Parliament, and Commission. They will learn about the current presidents and their main duties. → Students will choose one of three presidents and conduct a small research project--each student will find five facts and compile them with the other students who researched the same president. The groups will present each president to the class. <p>Main EU-related concepts/activities: Three main bodies, presidents, duties</p>
<p>Day 3</p>	<ul style="list-style-type: none"> → Bell: Name the three main institutions of the EU. → Students will read chapter 8 of Europe in 12 Lessons, take notes, and then create five “quiz” questions to be placed in a basket. The class will be divided in half and each side will compete to be the side with the most correct answers about chapter 8.





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	Main EU-related concepts/activities: What are the requirements to join?		
Day 4	<p>→ Jigsaw The Europe in 12 lessons book: Place students in groups and have each group work one chapter, becoming the “expert” and then each group will present to the class as a whole. All will be responsible for the information. (Exclude chapter three because that was taught as a topic for day three)</p> <p>Main EU-related concepts/activities: Simple historic overview, a different look at how the EU works</p>		
Day 5	<p>→ Students will create a presentation in whatever format they choose, comparing and contrasting the EU, the US, and the French government. Questions to be answered are ones like:</p> <ul style="list-style-type: none"> ○ What benefit does a country have in joining the EU? How is this the same or different from our states joining together to create the USA? How is the governmental structure the same or different? <p>Main EU-related concepts/activities: Compare between the EU, USA, and French gov</p>		
Resources and Materials			
Books/Articles	Worksheets	Social media accounts/other digital resources	
→ Europe in 12 Lessons	→ Blank EU Map	→ What is the EU?	

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