

Unit 5: Quand j'etais petit

Content Area: **World Language**
Course(s): **French II**
Time Period: **February**
Length: **5 weeks**
Status: **Published**

Unit Overview:

Students will use vocabulary associated with hobbies and experiences from childhood, compare their younger self with their self yesterday, conjugate verbs in the imperfect tense, and compare the uses of the passe compose and the imperfect tense.

Essential Questions:

- What strategies can I use to communicate more effectively?
- How can I better understand what I hear and read when I have just begun learning a new language?
- How do I make myself clearly understood when speaking and writing in the target language?
- How do phrase and sentence formations facilitate language formation?
- How can I enhance connections with people through languages?
- How can I start, carry on, and end a conversation more effectively?
- How do I know that I am getting better in using language in real-world situations?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- How does the content of the French classroom help me understand who I am and the world in which I live?
- How does content help me respond to important questions that extend my learning beyond the classroom?
- How are cultural perspectives (attitudes, values and beliefs) reflected in a culture's products and social practices?
- How do I know that I am getting better in using language in real-world situation?
- Why is cultural appropriateness essential for effective communication?

Enduring Understandings:

- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading, and writing skills are developed by using the interpersonal, interpretative, and presentational modes of communication.
- Bilingualism is a necessary component of communication in a global economy.
- It's necessary to use appropriate vocabulary, correct language structure, and patterns to communicate effectively in another language.
- Successful communication is knowing how, when, and why to convey a message to different audiences.
- Language learning involves acquiring strategies to fill communication gaps.
- Learning a different language/culture leads to greater understanding of one's own and other

languages/cultures and why people think and act in different ways.

- Cultural perspectives are gained by using the language and through experience with its products and practices.

Standards/Indicators/Student Learning Objectives (SLOs):

- Identify vocabulary associated with childhood hobbies and experiences.
- Compare childhood games in Francophone countries and the U.S.
- Conjugate verbs in the imperfect tense.
- Create a visual representation comparing the uses of two past tense forms, the *passé composé* and the imperfect.
- Skim and scan target language culturally authentic audio, video, or written text from electronic information sources and other sources to identify terms childhood hobbies and experiences.

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

Lesson Titles:

- My Childhood Memories
- The Imperfect Tense
- Past Tense Comparison
- Farm and Country Life
- The Comparative and Superlative

Career Readiness, Life Literacies, & Key Skills:

- Global Perspectives
- Communication and Collaboration
- Life and Career Skills

WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

Inter-Disciplinary Connections:

- ELA: Language and Reading
- Sociology

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.

Equity Considerations

Amistad Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Political
- Social

Climate Change

N/A

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Frederic Chau (actor)

Materials Used:

<https://www.imdb.com/name/nm2964838/>

<https://www.youtube.com/watch?v=b31SdbQlwUc>

<https://www.youtube.com/watch?v=4Gw6tYzbDFQ>

Addresses the Following Component of the Mandate:

- Social

Summative Assessment:

- Chapter Test (vocabulary and grammar)-Interpretative, Presentational
- Cultural Comparison-Presentational
- Email Response-Interpretative, Presentational
- Listening and Reading comprehension questions-Interpretative
- Project/Presentation on Vocabulary/Grammar topic-Presentational
- Simulated Conversation-Interpersonal

Resources & Materials:

- NJDOE Student Learning Standards for World Language
- Textbook: Bien Dit, Level 1 (Holt)
- Cahier de Vocabulaire et Grammaire (workbook)
- Cahier d'Activities (workbook)
- Grammaire Guide (workbook)
- Bien Dit, Level 1 Listening CDs and corresponding listening activities
- Bien Dit Assessment Program
- Quizlet Vocabulary and Grammar sets (flashcards, online activities and practice)
- Flash Cards
- White Boards
- Google Classroom - questions, posts, assignments, share documents, polls
- Google Docs - individual assignments, document sharing for collaborative assignments
- Google Forms - surveys, formative and summative assessments
- WordReference Extension- Submit up to 10 words a day in French/English to find it's definition in the opposite language, conjugation guide
- www.wordreference.com
- Easy Accent Marks Extension

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- My Childhood Memories Vocabulary Introduction-Understanding
- My Childhood Memories Stations-Remembering, Understanding
- Childhood Games Comparison-Appling, Analyzing
- Childhood Songs Comparison-Appling, Analyzing
- Imperfect Tense Notes- Remembering, Understanding
- Imperfect Tense Stations-Remembering, Understanding
- Imperfect Tense dice game-Appling, Analyzing
- Split Person Comparison-Evaluating, Creating
- Delsea One
- SWAG

Formative Assessment:

Warm-Up

- lundi litteraire - Interpretation of French proverb or quote; writing prompt on the current topic in class
- mardi musicale- French song on the current topic in class (search for cognates/vocabulary, interpret lyrics)
- mercred'ecouter- Listening activity on the current topic in class
- jeudi journal - News article on current events or topic linked to class discussions
- vendredi video- Cultural video related to current topic in class or class discussions

Anticipatory Set

- Songs
- Videos
- Writing Prompts
- Listening Activities (authentic conversations, authentic commercials/advertisements, etc.)
- News (articles and recordings)
- Fishbowl activity (Choose a question at random to answer.)
- Koosh Activity
- Exit Ticket
- KWL
- Graphic Organizers (Venn Diagram, T-Chart, Organized Notes sheet)
- Whiteboard review games
- Vocabulary Flash Card games (Memory, POP!, Heads Up)
- Speaking Practice (large group, with a partner)
- Kahoot
- Quizlet Practice and QuizletLive
- Quizalize
- Quizizz

Closure

- Exit ticket
- 3-2-1
- Summary
- Debriefing
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Worksheet guided review practice
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Other Formative Assessments

- Classwork
- Homework
- Vocabulary Quizzes
- Grammar Quizzes
- Google Classroom Questions
- Identify vocabulary words in French.
- Answer questions in French in complete sentences orally.
- Answer questions in French in complete sentences in written form.
- Correct the sentences in French.
- Create 5 sentences in French about a given topic.

- Create 5 sentences in French about a picture prompt.
- DuoLingo website practice
- Conjuguemos website practice

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments

- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions

- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Google Suite with Apps

Childhood Memories Sentences: <https://docs.google.com/document/d/17UrE0-8hXdq89VyL1dbjVMkCcpNXsRjWSL1pQJO6wJg/edit?usp=sharing>

Imperfect Dice Race: https://docs.google.com/document/d/1ApWW2C53Eq1Mm-qbx2LZPIHwSPKSK-Dj_iZ-P5F_Y_Y/edit?usp=sharing

Imperfect Mind Map: <https://docs.google.com/document/d/10a9new8zbv6ijmTlrqOlijdHk-DSf3lrmaRxlizld6c/edit?usp=sharing>

Who Am I Speaking Prompts: <https://docs.google.com/document/d/1pIz0OgPxHF0hjJ2-me2BG5oMhMm1C21vUPMBiB7fERQ/edit?usp=sharing>

Split Person

Project: https://docs.google.com/document/d/1XI3gGjzbFIS_slSLqTiCQ3ch3Z9ZJG_J_brA7biskOE/edit?usp=sharing

Grammar

Guide: https://docs.google.com/document/d/1VNayIg2gQWEZXC2tcMVP2o2MlC5h9Ak7Uapt9srk_xY/edit?usp=sharing

Quizlet.com - Learn, Flashcards, Writing, Listening, Matching, Gravity, QuizletLive

Childhood Memories: <https://quizlet.com/177862007/les-souvenirs-denfance-flash-cards/>

Imparfait: <https://quizlet.com/200107136/imparfait-flash-cards/>

Imparfait Practice: <https://quizlet.com/180345345/imparfait-practice-flash-cards/>

PC vs Imparfait: <https://quizlet.com/189400084/pc-vs-imparfait-flash-cards/>

Kahoot.it - Jumble and quiz games for vocab and grammar review

Souvenirs d'Enfance: <https://play.kahoot.it/#/k/68d9b0f7-0942-47f1-a627-76fbb56300ff>

PC and Imparfait Indicators: <https://play.kahoot.it/#/k/0cf311f3-57bf-4451-a90a-9b82cbc4fc2e>

Imparfait Conjugations: <https://play.kahoot.it/#/k/9b1509b6-1b06-4196-ae70-3665073e367c>

Passe Compose vs Imparfait: <https://play.kahoot.it/#/k/8a26fbc6-f68d-4342-8806-6524acad2335>

Quizizz

Les souvenirs d'enfance: <https://quizizz.com/admin/quiz/5a65d8c5ebe100001f868f8c/quand-jetais-petite>

PC vs Imparfait: <https://quizizz.com/admin/quiz/5aa663cd2304f90019a2b0c9/pc-vs-imparfait>

Duolingo - Reading, listening, speaking, and writing practice (Weekly Assignments for Enrichment)

<https://www.duolingo.com/>

Youtube.com - Cultural videos, tutorial videos

Tous les legumes (song): <https://www.youtube.com/watch?v=e9rgdAtyfyg&list=PL5A1M20JYVYNqwf-jnqjqLKVOjVJgxQhj&t=0s&index=44>

Un elephant qui se

balancait: <https://www.youtube.com/watch?v=Ns92r5TQH3k&list=PL5A1M20JYVYNqwf-jnqjqLKVOjVJgxQhj&t=0s&index=45>

Imperfect

Conjugation: <https://www.youtube.com/watch?v=cSQi8jyAR5U&t=0s&list=PL5A1M20JYVYVrMDUFIW9tQCMEkmr1Xi&index=10>

PC vs

Imparfait: <https://www.youtube.com/watch?v=hubJEEWh91c&t=4s&list=PL5A1M20JYVYVrMDUFIW9tQCMEkmr1Xi&index=7>

Cache-cache et Chat perche cartoon: <https://www.youtube.com/watch?v=Yb1wkSumaok>

Additional Websites

<https://www.education.vic.gov.au/languagesonline/french/french.htm>

<http://www.laits.utexas.edu/tex/>

<https://conjuguemos.com/verb/21>

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.