| ***French I Unit 2: Qu’est-ce Que Tu Aimes Faire?******October-November*** |
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| **Targeted Standards** 7.1.N.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.7.1.N.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.7.1.N.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.7.1.N.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.N.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.​​7.1.N.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.N.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.N.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.7.1.N.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.7.1.N.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.N.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.7.1.N.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.N.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.N.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.N.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.N.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.N.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.  |
| **Rationale and Transfer Goals** : This unit focuses attention on student’s ability to correctly express what they like or dislike including the degree to which they like or dislike something. They will learn the different subject pronouns, how to conjugate the verb aimer and regular ‐er verbs and also use ne...pas to express negation. Students will also explore what French youth like to do in their free time.  |
| **Enduring Understandings:** ‐  Punctuation can affect pronunciation and meaning.  ‐  Understanding grammatical concepts in order to communicate likes,  dislikes and preferences.  ‐  French is a global language.  ‐  Basic grammatical concepts will be similar and different in both English  and French.  ‐  Learning a different language and culture leads to a greater  understanding of our world and why people think and act in different ways.   |
| **Essential Questions**: ‐  Why learn another language?  ‐  What language learning skills do I already have?  ‐  What strategies do I need to communicate linguistically and culturally appropriate ways?  ‐  What do I hear when I listen?  ‐  Why study another culture?  ‐  What are different language learning styles?  ‐  When does accuracy matter?   |
| **Content/Objectives** | **Instructional Actions** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** | **Activities/Strategies*****How we teach content and skills*** | **Evidence (Assessments)*****How we know students have learned*** |
| 1. Express likes and dislikes. 2. Identify common activities/sports. 3. Invite someone to do something. 4. Accept and refuse an invitation. 5. Agree and disagree. 6. Ask for information. 7. Give opinions. 8. Express the degree to which you like/dislike an activity using adverbs. 9. Describe what you and others do using the present of “‐er” verbs. 10. Make negative statements. 11. Describe the influence of the French language and culture on the U.S. 12. Interpret and utilize subject pronouns. 13. Identify cognates. 14. Compare school schedules in the US and France. 15. Compare/Contrast free time activities between France and the US. 16. Describe sports that French young people enjoy. 17. Become familiar with *le tour de France.*  | * ‐  Short journal responses on what students like to do in their free time.
* ‐  Summarize culture sections from textbook on school schedules in France, music preferences of French  teens, and the Tour de France.
 | ‐ Listen to Conversation Culturelles from Bien Dit Level 1 Chapter 2. Fill in blanks of dialogue on worksheet. ‐ Read Aperçus Culturels sections from Bien Dit Level 1 Chapter 2 and discuss as a class. ‐ Have short conversations with teacher and classmates about what you like or dislike doing and how much. ‐ Complete ER verb worksheet. ‐ Complete exercises in Chapter 2 of textbook. ‐ Play loto with activity vocabulary. ‐ Complete word searches with activity vocabulary. ‐ Complete survey of classmates over their likes/dislikes. ‐ Model and perform physical response/gestures for vocabulary. ‐ Take notes on verb conjugation (worksheet and PowerPoint). ‐ Complete listening activities for Chapter 2 (what activity does subject like, how much?). ‐ Adverb activity walk: Conjugate the verb *aimer*, then walk around the room to find how much the subject likes to do certain activities. ‐ Dictations: Topics may include short conversations asking someone what they like to do. ‐ Review of vocabulary with Quizlet flashcards on SMART Board. ‐ Watch textbook DVD clips for Chapter 2. | **Formative Assessments:** * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 2.
* ‐  Dictations: topics may include short conversations asking someone what they like to do.
* ‐  Notebook Quizzes: on various warm‐ups and notes in notebook.
* ‐  Unit Test: Short answer questions on subject pronouns, conjugating –er verbs, using adverbs in  sentences, and making sentences negatives.
* ‐  Daily Warm‐up Exercises: ex; conjugate –er verbs, say how much you like to do a pictured activity, add  adverbs into sentences, chose the correct subject pronoun.

  **Performance Assessments:**   * ‐  Oral test: Tell teacher what you like to do and how much and say what you do not like to do.
* ‐  Write journal entries about what you like and dislike doing.
* ‐  Complete a *Moi* project creating 10 sentences on a poster about what you like/dislike doing  and how much.
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| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| -Likes & dislikes-Adjectives-Infinitives-Leisure activities -Personality traits - Music & dances of different French speaking countries | Numbers Greetings  | Written, auditory and role playing activities using text, personal white boards, and ancillariesUse practice sheets to re-introduce/review vocabulary and grammar presented in previous units/years |
| **Career Readiness, Life Literacies, and Key Skills**9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| **Key resources:** What are the resources that are essential for this unit (may also be listed in “Activities/Strategies”)?Le Monde Francophone – excerpts from Bien Dit  Grammar and Vocabulary Workbook  Bien Dit website |
| **Interdisciplinary Connections:** English Language Arts: * NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
* NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
* NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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