| ***French I Unit 3: Au Café?***  ***November-December*** | | | | | |
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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 is focused on the French café. Students will expand their use of expressions for physical well‐ being. It gives students the opportunity to learn to communicate in culturally appropriate contexts. Students will have contact with French idioms for hunger and thirst, the irregular verb *aller* (to go), and indefinite and definite articles, as well as telling time. Additionally, students will explore the eating habits of the French, as well as what it would be like to eat a French café. | | | | | |
| **Enduring Understandings:**  ‐  Language reflects and is influenced by the culture in which it is found.  ‐  Food is an important aspect of every culture.  ‐  Cultural perspectives are gained by using the language and through  experience with its products and practices.  ‐  The goal is effective communication, not word‐for‐word translation.  ‐  People appreciate your effort to learn and use their language. | | | | | |
| **Essential Questions**:  ‐  Why are some verbs regular and some are irregular?  ‐  How can I ask for and order food at a French café or fast food restaurant?  ‐  How fluent do I need to be in order to  communicate effectively?  ‐  How do I begin, sustain,  and end a conversation when I am just beginning to learn a new language?  ‐  How do I feel when someone from another culture speaks my language?  ‐  How can I enhance my connections with people through language? | | | | | |
| **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. Ask someone how they are doing and tell how you are feeling.  2. Ask for and tell time.  3. Identify food and beverages in French.  4. Ask for and state a price.  5. Count from 1‐100.  6. Describe where one is going using the correct form of the verb *aller.*  7. Identify food and beverages with the correct indefinite and definite articles.  8. Identify the various denominations of the European currency: *le euro.*  9. Analyze eating customs and foods in French speaking countries. | * ‐  Short journal responses to food customs in France. * ‐  Summaries of culture sections in textbook on French fast food restaurants, cafés, and eating habits. * ‐  Café menu and conversations. | | ‐ Listen to Conversation Culturelles from Bien Dit Level 1 Chapter 3, fill in blanks of dialogue on worksheet.  ‐ Read Aperçus Culturels sections from Chapter 3 Bien Dit Level 1 Chapter 3 and discuss as a class.  ‐ Create a café skit and dialogues to perform for the class.  ‐ Take notes from PowerPoint on telling time and complete graphic organizer.  ‐ Complete clock worksheet.   ‐ Loto with food vocabulary and numbers 20‐100.  ‐ Notes on indefinite and definite articles from PowerPoint.  ‐ Listening *un* v. *une* Is the noun masculine or feminine?  ‐ Subtraction and addition worksheets for numbers.  ‐ Read culture section about French food and answer activity questions.  ‐ Write out your schedule by telling time in French.  ‐ Review of vocabulary with Quizlet flashcards on SMART Board.  ‐ Watch textbook DVD clips for Chapter 3.  ‐ Create math flashcards and quiz a classmate. | | **Formative Assessments:**   * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 3. * ‐  Quizzes – vocabulary, time, *aller*, and numbers. * ‐  Dictations: topics may include short conversations at a café. * ‐  Notebook Quizzes on various warm‐ups and notes in notebook. * ‐  Unit Test: Multiple choice test on indefinite and definite articles, time, *aller*, numbers 20‐100 and café vocabulary. * ‐  Daily Warm‐up Exercises: ex; identifying vocabulary, conjugating *aller* in a sentence, complete math problems, fill in the blank with the correct article.   **Performance Assessments:**  ‐  Café Menu Project: Create a menu for a café and a skit that would take place at your café.    * ‐  Journal entries on what * students like to eat, what French foods they might want to try. * ‐  *Je n’aime pas / J’aime* poster. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Food items for breakfast, lunch, and dinner  Maintaining good health  Present tense verbs  Adjectives | | Numbers  Colors  Adjectives  Verbs | | Additional oral and written practice on content for this unit  Written, auditory and role playing activities using text, personal white boards, and ancillaries  Use practice sheets to re-introduce/review vocabulary and grammar presented in previous units/years | |
| **2Career 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:**  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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