| ***French I Unit 6: Tu Viens D’ou’?******February-March*** |
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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 builds on concepts already learned in the first five units and introduces new ones with increasing challenges. Vocabulary in this unit includes the names of countries and nationalities and how to tell where you are from. Students will learn about tours and travelling within Europe, professions and working in French‐speaking regions of the world, the seasons and the weather. They shall build on their repertoire of French irregular verbs with *venir* and *faire*, build on their grammar knowledge with contraction of articles, forming questions, and learn to use the interrogative adjective *quel*.  |
| **Enduring Understandings:** ‐  You can learn a foreign language.  ‐  People have different styles of learning a language.  ‐  Learning a foreign language opens doors for you personally and  professionally.  ‐  French is a global language.  ‐  There are formal and informal registers in French.  ‐  Learning a different language and culture leads to a greater understanding  of our world and why people think and act in different ways.  ‐  Working conditions and benefits differ in the United States and in France  and francophone countries.  ‐  There are many ways to ask a question in French.   |
| **Essential Questions**: ‐  How does travelling around the world improve my language learning abilities?  ‐  How does familiarity and understanding of a foreign culture help me integrate into my own community?  ‐  How are language and culture related?  ‐  How does learning a language open “doors of opportunity”?  ‐  Why are some verbs regular and some verbs irregular?  ‐  How does one’s profession express one’s life?  ‐  How can I describe where I am from and where others are from?  ‐  How does the weather affect our daily lives?  ‐  What is the value of meeting people with different nationalities than mine?  ‐  What are different ways to form a question?   |
| **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. Identify the French speaking countries and regions of the world. 2. Say you are from a certain city, town, state or country. 3. Identify and know the different question forming techniques in French. 4. Ask someone their nationality and tell yours. 5. Ask and tell what your profession is. 6. Identify countries and capitals where French is spoken. 7. Describe the influence of the French language and culture on the U.S. 8. Identify cultural differences of French speaking countries and the U.S. 9. Identify the differences between the Celsius and Fahrenheit temperatures. 10. Identify and note the differences between the metric and the imperial systems of measurement. 11. Ask about and describe the weather. 12. Conjugate the irregular verbs *faire* and *venir.*   | * ‐  Short journal responses on where their families are from and what countries they would like to visit.
* ‐  Weather reports.
* ‐  Descriptions of their family members’ professions.
* ‐  Employment ads.
* ‐  Summaries of culture sections from the textbook on Tours and the Loire Valley, travelling in Europe, working in France, temperatures and scooters.
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 | ‐ Listen to, read, and translate Conversation Culturelles from Bien Dit Level 1 Chapter 6. ‐ Read Aperçus Culturels sections from Bien Dit Level 1 Chapter 6. ‐ Create short conversations simulating meeting a foreign national. ‐ Complete exercises in Chapter 6 of textbook using vocabulary, irregular verbs, and forming questions. ‐ Chorale response of vocabulary using pictures from Power Point. ‐ Virtual tours of some French speaking regions. ‐ Describe what the weather is like. ‐ Conversion problems of temperatures from the imperial to the metric system. ‐ Describe feeling under different weather condition. ‐ Take notes from PowerPoint on the French interrogative adjective *quel, quels, quelle, quelles.*‐ Note that the *vous* form for the *Faire* does not end in *ez.*‐ Listening Activities for chapter 6 (executing commands from the listening activities). ‐ Take notes on forming questions from PowerPoint notes and complete graphic organizer. ‐ Dictations to build oral/aural medium of speech to ensure what you hear is what is said. ‐ Take notes on *C’est* v. *Il/Elle est* from PowerPoint notes. ‐ Interview classmates about whether or not they have a pet. ‐ Listen to the song *Quel temps fait􏰁il?* Sing and fill in the blank with vocabulary words. ‐ Walk around the room and fill in the blanks with *faire* and the appropriate expression based on the picture. ‐ Review of vocabulary with Quizlet flashcards on SMART Board. ‐ Watch Textbook DVD for Chapter 6. ‐ Play Jeopardy to review Chapter 6. ‐ Take notes on indefinite articles after the negative from Power Point.  | **Formative Assessments:** * ‐  Homework exercises Grammar and Vocabulary workbook Chapter 6
* ‐  Quizzes – vocabulary, *faire* and weather, *venir*, forming questions and *quel*
* ‐  Dictations: topics may include short descriptions of family members
* ‐  Notebook Quizzes on various warm‐ups and notes in notebook
* ‐  Unit Test: Multiple choice test on professions, nationalities and countries, questions and *quel*,  negatives and the indefinite article, weather, *venir*, and *faire*
* ‐  Daily Warm‐up Exercises: ex; identifying countries and nationalities, conjugating *venir* in a sentence,  conjugating *faire* in sentences, identifying professions, complete sentences with *Ce/C’, Il, Elle, Ils, Elles*, translate sentences, rewrite questions, fill in the blank with *quel*
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  **Performance Assessments:** * ‐  Create an album describing where you are from and the profession of your relatives.
* ‐  Create and present a weather report.
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| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| Leisure activities, sports, placesVerbsSports TimeExpressions to tell where and with whomFeelings expressions for extending, accepting, and declining invitations | Infinities NumbersDays of the week  | Additional oral and written practice on content for this unitWritten, 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:** - Bien Dit Level 1 Chapter 6  ‐  Grammar and Vocabulary Workbook  ‐  Short employment ads  ‐  Weather sections from a French newspaper  ‐  Reading selection: Bien Dit  |
| **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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