| ***French I Unit 7: On Fait Les Magasins***  ***March-April*** | | | | | |
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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** :  In this unit students are introduced to an important and interesting feature of French cultural, social and economic life: clothing and shopping. Students will learn about clothing, different clothing styles, adjectives and their various forms and fashion in general. They will learn about major French departmental stores, as well as specialized *boutiques* and open‐air markets. Students will use the previously‐learned verb *aller* to express what is going to happen with the *futur proche* tense. Grammar topics include the verbs *acheter* and *préférer*, regular –re verbs, the position and forms of adjectives and irregular adjectives. | | | | | |
| **Enduring Understandings:**  ‐  You can learn a secondlanguage.  ‐  People have different styles of learning a language.  ‐  Learning a second 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.  ‐  Shopping and fashion is an important part of both American and  francophone countries.  ‐  French fashion icons have a global impact on what we see and wear today. | | | | | |
| **Essential Questions**:  **‐**What does clothing say  about a person?  **‐**How can the near future be  expressed in French?  **‐**How does shopping differ in  Francophone cultures?  **‐**How do adjectives relate to  the nouns they modify in  the French language?  **‐**How are clothing sizes and  shoe sizes different  throughout the world?  **‐**How can I say what I want or need to say and be  understood?  **‐**Can I listen and respond to  a variety of French  language texts and media?  **‐**Will I understand and be  understood in French?  **‐**What tools do I need to  understand and carry out a  conversation?  **‐**What information, ideas  and opinions do I learn by reading and speaking French?  **‐**How does shopping help me understand and appreciate Francophone culture? | | | | | |
| **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. Listen and respond to a variety of spoken texts about shopping and clothing.  2. Ask and tell how you like somebody’s attire.  3. Ask for and give the prices of items.  4. Describe articles of clothing and accessory items and what you are wearing.  5. Name and use the colors to describe what you are wearing.  6. Ask for and tell shoe and clothing sizes.  7. Identify, discuss, compare, and contrast fashion and clothes shopping habits of various Francophone cultures.  8. Compare clothing preferences/places to shop with other countries.  9. Identify articles of clothing.  10. Conjugate “re” verbs in the present tense.  11. Conjugate the irregular verbs *acheter* and *préférer.*  12. Use the irregular verb *aller* plus the infinitive to express what is going to happen. | * ‐  Cornell notes on “Comparing shopping etiquettes across francophone cultures”. * ‐  Short journal responses about their fashion preferences and knowledge about French fashion designers * ‐  Summaries of culture sections in textbook on sales, specialized shops and open‐air markets, Montreal and  Canada, the difference between American and European sizes, and French words used in English. * ‐  Short descriptions of what they are wearing. | | ‐ Listen to, read, and translate Conversation Culturelles from Bien Dit Level 1 Chapter 7.  ‐ Read Aperçus Culturels sections from Chapter 7 Bien Dit Level 1 Chapter 7.  ‐ Discuss, compare, and contrast fashion and clothes shopping habits of various Francophone cultures.  ‐ Chorale response of vocabulary.  ‐ Play Loto with clothing vocabulary.   ‐ Ask a partner and describe what you are wearing.  ‐ In small groups, describe what people are wearing in a picture.  ‐ Word search with vocabulary.  ‐ Complete exercises in Chapter 7 of textbook using vocabulary and grammar concepts learned.  ‐ Read culture section on fashion and discuss as a class.  ‐ Take notes on adjective agreement, placement, and irregular adjectives from PowerPoint.  ‐ Describe items with descriptive adjectives and colors.  ‐ Write 3 sentences saying what you are going to do this afternoon using *futur proche*.  ‐ Discuss agreement and placement of adjectives and identify and use various forms appropriately (B.A.N.G.S. or B.A.G.S.)  ‐ Say what you would wear in certain weather conditions.  ‐ Discuss preferences and tell what items s/he will buy using irregular verbs *acheter & préférer.*  ‐ Complete listening Activities for chapter 7 (identify clothing item, color, size).  ‐ Play Snake Game and dice game with –re verbs.  ‐ Dictations: possible topics may include going shopping, asking someone what they think of an outfit...).  ‐ Review of vocabulary with Quizlet flashcards on SMART Board.  ‐ Watch textbook DVD clips for Chapter 7. | | **Formative Assessments:**   * ‐  Homework exercises in Grammar and Vocabulary workbook for Chapter 7 * ‐  Quizzes – clothing vocabulary, *futur proche*, adjective position and agreement * ‐  Dictations: topics may include short descriptions of what someone is wearing * ‐  Notebook Quizzes on various warm‐ups and notes in notebook * ‐  Daily Warm‐up Exercises: ex; identifying what someone is wearing and describe it with an adjective, say  what you are going to wear based on the weather, write sentences in the *futur proche*   **Performance Assessments:**   * ‐  Create a simulation of a shopping interaction between a customer and a store attendant. * ‐  Create a fashion catalogue. * ‐  Perform a fashion show. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| 1. Listen and respond to a variety of spoken texts about shopping and clothing.  2. Ask and tell how you like somebody’s attire.  3. Ask for and give the prices of items. | | Grammar  Verbs (Present) | | 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 | |
| **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  -  Clothing catalogues  ‐  Grammar and Vocabulary Workbook | | | | | |
| **Inter-Disciplinary 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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