| ***French II Unit 1: Review of French I***  ***September*** | | | | | |
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| **Targeted Standards**  7.1.NM.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.NM.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.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  ​​7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.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.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.NM.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.NM.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.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.NM.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 a review of grammar, vocabulary, and culture students encountered in Level 1. Students will recall vocabulary for the central themes of Level 1: Greetings, likes and dislikes, food, school, family, nationalities, and clothing. Grammar items in this unit include the irregular verbs of French 1: *aller, avoir, être, venir,* and *faire*, as well as the regular verb families (‐er, ‐ir, ‐ re). Cultural discussions include New Year’s Eve celebrations, *Carnaval* in Quebec, Canada, and other francophone celebrations. | | | | | |
| **Enduring Understandings:**  ‐  Language reflects and is influenced by the culture in which it is found.  ‐  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.  ‐  Different linguistic structures communicate different meanings.  ‐  The language we use changes with the situation.  ‐  Structures and writing systems of French and English have similarities and  differences. | | | | | |
| **Essential Questions**:  ‐  What language skills have I retained from French 1?  ‐  Why are some verbs regular and some irregular?  ‐  How can I describe the people in my family and their relationships to each other?  ‐  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?  ‐  Why can’t you use the same words or expressions with everyone in every situation?  ‐  How can I enhance my connections with people through language?  ‐  How can I explore other cultures without stereotyping?  ‐  To what extent are French and English different?  ‐  What parts of my daily life  / experiences can I describe in French? | | | | | |
| **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*** |
| * Describe the function of a pronoun. * Conjugate regular verbs in French. * Conjugate the irregular verbs *aller*, *avoir, être, faire* and *venir.* * Describe yourself and other people. * Form adjectives to agree with their subject. * Construct sentences in the *futur proche.* * Identify school objects and tell what you need for school. * Say what you like to do and ask someone what they like to do. * Describe relationships between family members.   Express hunger and thirst and ask how others are doing. 11. Identify and describe clothing items.  Compare and contrast French, Francophone, and American holidays and celebrations. | * ‐  Short journal responses about the value of taking a foreign language and their expectations for Level 2. * ‐  Summaries of the culture sections in the textbooks on New Year’s celebrations, writing invitations,  Annecy, Martinique, and holiday celebrations in Francophone countries. * ‐  Short descriptions of themselves, their family members, and friends. | | ‐ Introduce yourself to class with *Je m’appelle* and ask your neighbors name with *Comment t’appelles‐tu*?  ‐ Draw a “blason” to depict yourself, your family, your likes and dislikes.  ‐ Describe your partner to the class based on their drawings from their “blason”.  ‐ Complete Pre‐Test and go over answers on PowerPoint.  ‐ Complete stations to review vocabulary and grammar from Level 1.  ‐ Match pronouns with their English definition (Warm‐Up).  ‐ Complete verb charts for the regular and irregular verbs of French 1.   ‐ Write in your journal about the value of taking a foreign language and your expectations for French 2.  ‐ Translate verbs from French 1 into English on review sheet.  ‐ Complete graphic organizer reviewing regular and irregular verbs.  ‐ Play Loto with review vocabulary.  ‐ Play snake verb review game. ‐ Read culture section about French and francophone holidays and answer activity questions.  ‐ take notes on à + definite article.  ‐ Review of vocabulary with quizlet flashcards on SmartBoard.  ‐ Watch textbook DVD clips for Chapter 1.   ‐ Write 3 sentences to describe yourself, your friend, and the class.  ‐ Take notes on the *futur proche* (*aller* + infinitive).  ‐ Write 3 things you are going to do this afternoon.  ‐ Review adjective agreement (notes) and translate adjectives from Level 1 in review packet.  ‐ Create a 10 question quiz in small groups and switch with other groups to grade.  ‐ Go to computer lab to use Quia.com. | | **Formative Assessments:**   * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 1 * ‐  Quizzes – *blason* vocabulary, regular verbs, irregular verbs * ‐  Notebook Quizzes on various warm‐ups and notes in notebook * ‐  Daily Warm‐up Exercises: ex; chose appropriate subject pronoun, conjugate verbs, describe each person  pictured, translate into French/English   **Performance Assessments:**   * ‐  Create a “Facebook”‐like profile to describe yourself and what you like to do. * ‐  Create a dialogue about a favorite holiday. * ‐  Create an invitation to a holiday celebration. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -Revisiting introduction  -French alphabet  - | | - Verbs: avoir, etre, faire, venir, and their idiomatic uses  -Adjectives: Must agree in gender and number  -BAGS adjectives  -Near Future (Future Proche) using aller + and infinitive | | -Describe your partner using etre, and adjectives.  -Say what you are doing using Faire.  -Venn Diagram to show how the BAGS adjectives differ.  -Scholastic Cultural differences between the US and France | |
| **Career Readiness, Life Literacies, and Key Skills**  9.4.11.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).  9.4.11.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.  9.4.11.TL.3: Select appropriate tools to organize and present information digitally.  9.4.11.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”)?  - Bien Dit Level 1 -  ‐  Le Monde Francophone – excerpt from Bien Dit  ‐  Grammar and Vocabulary Workbook  ‐  Quia.com | | | | | |
| **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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