| ***French II Unit 2: La Maison***  ***October-November*** | | | | | |
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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 explores housing and living arrangements in France and francophone countries. Students will learn vocabulary for the rooms of the house as well as furniture and appliances. This unit also contains two new irregular verbs, *prendre* and *mettre*, which are the base for 4 more verbs – *apprendre, comprendre, promettre*, and *permettre*. Grammar in this section includes *de* plus plural adjectives and the imperative mood (commands). Students will also discuss the differences between French and American housing arrangements and the importance of meals in French and francophone countries. | | | | | |
| **Enduring Understandings:**  ‐  People live differently depending upon their geographical, economical, and cultural situations.  ‐  Meals and eating are a central part of family and culture in French and francophone cultures.  ‐  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. | | | | | |
| **Essential Questions**:  ‐  Why are some verbs regular and some irregular?  ‐  How can I describe where and how I live?  ‐  How can I use my existing communication skills to learn a new language?  ‐  What do I hear when I listen to a French conversation?  ‐  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 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 where students live and their dream houses. * ‐  Summaries of culture sections in textbooks on apartments, teenagers’ bedrooms, *salle de bains* v.  *toilettes*, floors in French houses, French meals, and *le Maghreb.* * ‐  Short descriptions of different houses / apartments. * ‐  Short descriptions of their favorite room in their house. | | ‐ Take notes on de + BANGS adjectives from PowerPoint.  ‐ Conjugate *prendre* into notes from SMART Board.  ‐ Take notes on the imperative (command) in French.  ‐ Listen to “Dans ma chambre” song and fill in lyrics with vocabulary words.  ‐ Describe one room in your house.  ‐ Match prepositions to the pictured word on graphic organizer.  ‐ Complete worksheet “ Où est le chat” with prepositions.  ‐ Chorale response with vocabulary words.  ‐ Loto with house vocabulary.  ‐ Word search with vocabulary.   ‐ Play the snake game with *prendre*, *mettre*, and commands*.*  ‐ Read culture section about French meals and answer activity questions.  ‐ Review of vocabulary with quizlet flashcards on SMART Board.  ‐ Watch textbook DVD clips for Chapter 9 (C’est à Toi Level 1).  ‐ Listen to Conversation Culturelles from textbook and fill in missing words of conversation.  ‐ Complete various activities in textbook, Chapter 9.  ‐ Review prendre and forms of transportation with “prendre picture walk” around the room.  ‐ Create a short dialogue / debate using commands (Do this! Don’t do this! Let’s do this!).  ‐ Review game using SMART Board and whiteboards in rows: write the command or sentence on board.  ‐ Read culture sections in textbook and discuss similarities and differences.  ‐ Write in journals about your house, your reflections about French housing/meals.  ‐ Complete info gap worksheet with *mettre*: Ask classmate who puts what on the table.  ‐ Draw table setting as teacher describes orally.  ‐ Answer true/false questions about a table setting.  ‐ Create a table setting using manipulatives and teacher commands.  ‐ Play Jeopardy to review for test. | | **Formative Assessments:**   * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 9 * ‐  Quizzes – rooms of the house, items in the house, *prendre*, *mettre*, commands, table setting * ‐  Dictations: topics may include short descriptions of table setting or room in a house * ‐  Notebook Quizzes on various warm‐ups and notes in notebook * ‐  Unit Test: Fill in the blank, open ended test on rooms in a house and furniture items/appliances, *de* +  plural adjectives, *prendre, mettre*, commands, reading comprehension (housing advertisements) * ‐  Daily Warm‐up Exercises: ex; describe furniture item pictured, fill in the blank with *de* or *des*, conjugate  verb in imperative mood, fill in the blank with *prendre* or *mettre*, translate sentences into English/French   **Performance Assessments:**   * ‐  Create an advertisement for your dream house. * ‐  Label and describe 10 furniture items/ appliances in a room of a house. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| **-Describing a house/appartment**  **-The verbs prendre and mettre** | | **-The question words: pourquoi, comment, etc**  **-Aller + Infinitive (Futur Proche)**  **-** | | **-Design and lable your own house**  **-Google a typical French house**  **-Games: Ou est le chat?**  **-French tables are set differently**  **-Compare and contrast French anad American houses** | |
| **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:**  - Bien Dit Level 1 – Chapters 8 & 9  ‐  Description of Moroccan meal (Activities for Proficiency)  ‐  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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