| ***French II Unit 3: Le Corps et la Sante’******November-December*** |
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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 the body and health issues. Students will learn vocabulary for the body parts as well as ailments and physical well‐being. This unit also introduces negative expressions (never, no one, and nothing), as well as idiomatic expressions of health and well‐being. Students will discuss proverbs and popular health remedies in France and francophone countries.  |
| **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.  ‐  Wellness practices vary across cultures.   |
| **Essential Questions**: ‐  How can I describe my health and my physical problems?  ‐  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?  ‐  What parts of my daily life and experiences can I describe in French?  ‐  How can speaking a foreign language affect my life?  ‐  Why do people from different cultures sometimes say, write, and do things differently from the way I do them?  ‐  How do I know I am getting better in using language in real‐world situations?   |
| **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 health practices and their experiences with being sick / breaking bones.
* ‐  Summaries of culture sections in textbooks on skiing in the Alps, French proverbs, Switzerland, health  expressions, and French health practices.
 | ‐ Listen to Conversation Culturelle in the textbook C’est à Toi 1 Chapter 10. ‐ Chorale response with vocabulary words. ‐ Play “Jacques dit” (Simon says). ‐ Draw a monster and describe it using vocabulary. ‐ Complete listening exercises in C’est à Toi 1 Chapter 10. ‐ Play Loto with vocabulary. ‐ Word search with vocabulary. ‐ Read culture section about French health practices and answer activity questions. ‐ Review of vocabulary with Quizlet flashcards on SMART Board. ‐ Watch textbook DVD clips for Chapter 10.  | **Formative Assessments:** ‐  Homework exercises in Grammar and Vocabulary workbook C’est à Toi 1 Chapter 10  * ‐  Quizzes – body vocabulary
* ‐  Notebook Quizzes on various warm‐ups and notes in notebook
* ‐  Unit Test: Multiple Choice
* ‐  Daily Warm‐up Exercises: ex; match the activity or clothing item with the body part, write a sentence to say where the person hurts, name body parts that you have one/two/many of.

  **Performance Assessments:** * ‐  Identify 10 body parts on a picture of a celebrity/person.
* ‐  Create a monster and write 10 sentences to describe it.
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| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| -Describe how someone is feeling   | -Review the verb avoir*
 | -Use the verb avoir idiomatically to describe how you are feeling (avoir mal a la, au etc)-Use the verb avoir to describe heat, cold and fear-How does Health Care differ from the US |
| **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 Chapter 10  ‐  Excerpt from directory of medical professionals ‐  Magazine article describing various exercises ‐  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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