| ***French II Unit 4: Paris***  ***December-January*** | | | | | |
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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** :  In this unit students get to study one of the most visited cities in the world – Paris. They will study different professions, adjectives, zoo animals, and modes of public transportation, including the Paris metro system. They will also study famous French art and artists and analyze their works. Students will build on their knowledge of grammar by studying the irregular verbs *prendre, mettre, voir,* and the comparative adjectives *plus que, moins que, aussi que*, the demonstrative adjectives *ce, cet, cette, ces.* Students will also learn the passé composé – a major grammatical concept for Level 2. | | | | | |
| **Enduring Understandings:**  ‐  You can learn a secondlanguage.  ‐  Paris is a city rich in the culture and history of the French people.  ‐  The passé composé is a tense essential for describing events in the past.  ‐  People have different styles of learning a language.  ‐  Learning a secondlanguage 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.  ‐  Reading helps me to understand and think about facts, ideas and opinions  in French.  ‐  Adjectives come in many forms and can enrich our descriptions of people  and places. | | | | | |
| **Essential Questions**:  ‐  Why is Paris the most visited city in the world?  -  How can I describe what  happened in the past?  ‐  How can I describe the  attributes of myself and  those around me?  ‐  Why are some verbs regular  and some irregular?  ‐  What is the role of art in  French history and culture?  ‐  How is the past tense  conveyed in French?  ‐  Why was the Renaissance  important in French history  and culture?  ‐  What are the advantages  and disadvantages of mass  transportation?  ‐  What are some important  landmarks in Paris, and what is their connection to French history?  ‐  How can I tell others to do things and make suggestions? | | | | | |
| **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. Ask about and identify professions.  2. Ask about and describe physical and character traits.  3. Compare people, places, and things using comparative and superlative adjectives.  4. Describe and sequence past events using *venir* + *de* + infinitive and/or the *passé comsposé.*  5. Express opinions about various works of art.  6. Give orders and make suggestions using the imperative mood.  7. Point out people, places, and things using demonstrative adjectives.  8. Ask about, identify, and describe zoo animals.  9. Conjugate the irregular verbs *mettre*, *prendre*, and *voir* to describe the clothes you wear, forms of transportation and food you take, and the things you see.  10. Listen and respond to a variety of spoken texts about Parisian life, art, and zoo animals.  11. Identify, discuss, compare, and contrast various aspects of Parisian life. | * ‐  Cornell notes on formation of adjectives both regular and irregular, the passé composé with avoir. * ‐  Short journal responses on possible professions students would like to be when they grow up, how  they would describe themselves and their family, and their opinions on various art forms. * ‐  Summaries of culture sections in notebook on the metro and R.E.R., landmarks in Paris, *le bac*, Réunion,  Pontoise, and various art museums in Paris. * ‐  Comparisons between animals or celebrities using comparative and superlative adjectives. * ‐  Short paper summarizing important facts about a monument in Paris. * ‐  10 sentences describing what they did over the weekend in the *passé compose.* | | ‐ Listen to, read, and discuss Conversation Culturelle in textbook Bien Dit 2 Chapter 2.  ‐ Read, translate, and discuss Aperçus Culturels sections in textbook Bien Dit 2 Chapter 2.  ‐ Complete listening exercises in textbook Bien Dit 2 Chapter 2.  ‐ In teams, identify as many monuments on postcards as possible, then switch.  ‐ Write a short postcard from Paris describing what you did/saw in the past tense.  ‐ Create a poster and short report on a Paris monument.  ‐ Using a Paris map and a métro map, make a list of 10 major monuments/sites in Paris and the métro stops closest to each monument/site.  ‐ *Qui est‐ce que?* Blindfold half of students and give each a partner – try and guess your partner by asking yes/no questions about physical / personality traits.  ‐ *Quelle est ma profession?* Student choses a profession, class asks up to 20 yes/no questions to guess the profession.  ‐ Take notes from PowerPoint on *passé compose.*  ‐ SMART Board activity: role dice to choose profession, then to choose adjective – make the adjective agree with the profession and translate.  ‐ SMART Board activity: rearrange words to form sentences in *passé récent* with *venir* and infinitive. ‐ Fill in guided notes on irregular past participles.  ‐ Take notes from PowerPoint on comparative, superlative, and demonstrative adjectives.  ‐ Play Loto with vocabulary.  ‐ Review vocabulary with Quizlet flashcards on SMART Board.  ‐ Play Snake Game to review *passé compose.*‐ Answer true/false questions about culture sections of textbook.   ‐ In small groups, pick four celebrities and describe their abilities, personality, and appearance w/ 5 adjectives.  ‐ Create a self‐portrait *à la Picasso* by drawing and combining a front view and facial profile. ‐ Class discussion comparing Renaissance and 20th century paintings on PowerPoint.  ‐ Given a particular location and weather condition, list what clothes you would take with you on vacation using the irregular verb *prendre.*  ‐ In small groups set up a clothing store – classmates ask for information and compare available items using demonstrative and comparative adjectives.  ‐ Walk around the room and write one thing you did during each month of the year in the passé compose.  ‐ Label reproductions of paintings by French artists with title and artist, practice identifying the paintings, ask students to point out, move, and/or exchange paintings.  ‐ Play Pictionary with animal vocabulary.   ‐ Bring in three of the same kind of object and then share them with the class by comparing them with comparative and superlative adjectives.  ‐ Read, outline, and discuss reading on *Astérix* theme park in textbook.  ‐ Create and present a small poster comparing two celebrities or two animals.  ‐ Possible Films: *Amélie; Paris, Je t’aime ; La Belle et La Bête ; L’enfant Lion ; Les Enfants du Paradis* ; *Au Bout de Souffle.*‐ Songs : *Aux Champs Elysées ; Sous le ciel de Paris.* | | **Formative Assessments:**   * ‐  Oral quiz – You are curious about a classmate’s painting in Art class: Engage in a conversation. * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 2 * ‐  Dictations: Possible topics include art, professions, zoo animals, past activities * ‐  Notebook Quizzes on various warm‐ups and notes in notebook * ‐  Unit Test: Open‐ended test on professions, adjectives, and zoo animal vocabulary, passé composé, irregular verbs, imperative, comparative, superlative, and demonstrative adjectives * ‐  Daily Warm‐up Exercises: ex, from workbook, rewrite sentences in passé composé, identify past * ‐  participle of verb, unscramble vocabulary word, describe the person pictured with a vocabulary word, fill in  the blank with the correct form of the irregular verb, translate sentences into French, compare two pictured people   **Performance Assessments:**   * ‐  While grocery shopping for a picnic, you run into a friend whom you want to invite along. Engage the conversation and simulate the scenario. * ‐  Write a postcard to tell your classmate about your vacation to Paris. * ‐  Create and present a short poster/1 page paper on a monument of Paris. * ‐  Create and present an 8 1⁄2 x 11 poster comparing two animals or two celebrities. * ‐  Create a self portrait *à la Picasso.* * ‐  Write, memorize, and present 10 sentences in the *passé composé* describing what you did over  the weekend. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -**The idiomatic expression venir de + infinitive**  **-Demonstrative adjectives** | | **-The verb etre**  **-The verb venir, to lead onto the idiomatic venir de + infinitive** | | **-the verb etre is used to describe profession, but without the Definite article: make a chart**  **-Read and do a project on a famous French artist**  **Google the famous museum “Musee d’art** | |
| **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 2 Chapter 2  ‐  Grammar and Vocabulary Workbook Chapter 2  ‐  Maps of France and Paris  ‐  Textbook Readings: Short passages about Paris monuments, description of *Le Parc Astérix*  ‐  Realia Unit 2 an adaptation from the *Allez viens!* | | | | | |
| **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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