| ***French II Unit 5: En France******January-February*** |
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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 pursue their language acquisition skills by studying some major features of French life. They will study places in the countryside, farm animals, reading materials, and means of transportation. French provinces and their different products are featured in this unit. Students will learn about food, beverages, and restaurant expressions. Students will additionally increase their irregular verbs repertoire by studying *partir* and *sortir, dormir* and *lire*, and finally, *vouloir, pouvoir, devoir and falloir*. The passé compose with *ETRE* and the formation of irregular nouns and adjectives are grammatical features studied in this unit. |
| **Enduring Understandings:** ‐  You can learn a secondlanguage.  ‐  People have different styles of learning a language.  ‐  The passé composé is a tense essential for describing events in the past.  ‐  The products, culture, and language of France are influenced by the  geography and history of its provinces.  ‐  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.  ‐  Successful communication is knowing how, when and why, to convey a  message to different audiences.  ‐  Language learning involves acquiring strategies to fill communication gaps.  ‐  The content of the world languages classroom encompasses the entire  learning experience.   |
| **Essential Questions**: -  Why are some verbs regular and some verbs irregular?  -  How can I describe what happened in the past?  -  What is your routine like and how would it be different in a Francophone country?  -  How do local climate and geography  contribute to a healthy lifestyle, including diet and activities?  -  How do your life and surroundings compare with those of other countries?  -  How would I plan a trip to a French‐speaking province or country?  -  How is France a diverse country?  -  How has French cuisine and French cooking influenced America?  -  How can I interact in a restaurant to order  food and express my opinions?  |
| **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. Describe and sequence past events the *passé composé* with *être* and *avoir.* 2. Conjugate the irregular verbs *partir* and *sortir* to express when you are leaving. 3. Identify various geographic features and forms of transportation to describe where you have been and how you got there. 4. Listen and respond to a variety of spoken texts about travel, life on a farm, and going to a restaurant. 5. Conjugate the irregular verbs *lire* and *dormir* to express what you are reading and where/when you are sleeping. 6. Identify, discuss, compare, and contrast aspects of traveling throughout France. 7. Ask about, identify, and describe farm animals and farm life. 8. Say where you are going or where you went using the appropriate preposition. 9. Identify, ask about, describe, and order French cuisine specialties using the modal verbs *vouloir, pouvoir, devoir*, and *falloir.* 10. Use ordinal numbers to sequence events. 11. Order food and beverages in a restaurant using the correct partitive article. 12. Write a business letter using formal greetings and salutations. | -  Cornell notes on the *passé composé* with *être* and modal verbs.  -  Short journal responses about student experiences taking virtual tours and places they would like to visit.  -  Summaries of culture sections in textbooks on trains, Marseille, Lille, Lyon, Provence, and menu  expressions.  -  5 sentences describing what you did over the weekend.  -  1 page summary of the history and important producers of a region in France.  -  10 line dialogue about being on a farm, in a restaurant, or taking a trip.  *
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 | ‐ Listen to, read, and discuss Conversation Culturelle in textbook Bien Dit 2 Chapter 3. ‐ Read, translate, and discuss Aperçus Culturels sections in textbook Bien Dit 2 Chapter 3. ‐ Complete listening exercises in textbook Bien Dit 2 Chapter 3. ‐ Complete written exercises in textbook Bien Dit 2 Chapter 3. ‐ Chorale response with vocabulary. ‐ Explore SNCF website and look at various train schedules (reviewing military time). ‐ Take notes from PowerPoint on *passé composé* with *être*. ‐ Watch, repeat, and memorize YouTube Video: “Christa’s Passé Composé Video”. ‐ Make your own “être dome” or “maison d’être” for a visual study guide. ‐ With a partner, create a storyboard describing what happens to an animal. ‐ Based on various subjects listed, decide if agreement is necessary in *passé compose.*‐ *Être & avoir* dice game. ‐ Fill in guided notes sheet on *passé compose.*‐ Dice game with irregular verbs – create sentences and translate. ‐ Review vocabulary with Quizlet flashcards on SMART Board. ‐ Play Snake Game to review *passé composé* with *être* / modal verbs / irregular verbs from chapter. ‐ Race your partner to point out geographical features on a map. ‐ Repeat animal noises for each farm animal. ‐ Fill in guided notes sheet on modal verbs. ‐ Take notes from PowerPoint on irregular plurals. ‐ In small groups, describe various aspects of different farm animals. ‐ List the American or French presidents, then identify each one with a ordinal number. ‐ Create a poster and 1 page paper about a region of France. ‐ Create a menu for a French restaurant. *‐* In small groups, form as many sentences as you can using the verbs *vouloir, pouvoir, & devoir.*‐ Write a short business letter. ‐ Take notes from PowerPoint on ordinal numbers. ‐ Using “Scrabble” index cards, groups must spell out vocabulary word teacher calls. ‐ Create and present with a partner a 10 line dialogue about a trip, on the farm or at a restaurant. ‐ Possible Films: *Manon des Sources ; Le Diner de cons ;The Discreet Charm of the Bourgeoisie.*‐ Songs : *Méditerranée ; En passant par la Lorraine, Sur le pont d’Avignon, Frère Jacques.*  | **Formative Assessments:**  **-** Homework exercises in Grammar and Vocabulary workbook Chapter 3  -  Quizzes – geography, modes of transportation, and *sortir* and *partir*, farm animals and *lire* and  *dormir*, VANDERTRAMPP verbs, restaurant menu items, open‐book chapter test  -  Notebook Quizzes on various warm‐ups and notes in notebook  -  Unit Test – open ended test on passé composé, open ended test on modal verbs  -  Daily Warm‐up Exercises – ex; rewrite verbs in the passé composé, identify verbs that use *être* in the past  tense, fill in the blank with the correct form of the irregular verb, rewrite with the appropriate irregular plural, fill in the blank with the correct geographical preposition, translate sentences into French/English, etc  **Performance Assessments:** -  Write a short letter/postcard describing a dinner you had a restaurant in Paris.  -  Write and perform a 10 line dialogue in a restaurant, on a farm, or traveling.  -  Create and present a poster and 1 page paper about a region of France.  -  Write and illustrate a short storyboard about an animal.  -  Identify provinces and products from French regions on a map.   |
| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| -Formation of the Past Tense. This needs an Auxiliary and a Past Participle “House Verbs” take etre and agree in gender and number-Irregular verbs dormir, sortir and partir | -The verbs etre and avoir:*
 | -Review avoir and introduce it as the Auxiliary in the PC. (Passe Compose)-Draw a house and label the “House Verbs”. These verbs take etre as the Auxiliary .  |
| **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 3  -  Grammar and Vocabulary Workbook Chapter 3  ‐  Maps of France and Paris- Brochure on Eldorador hotel chain  ‐  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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