| ***French II Unit 6: La Vie***  ***February-March*** | | | | | |
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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 introduces students to vocabulary pertaining to daily activities and household chores. The chapter also includes reflexive verbs in the present, imperative, and *passé composé* forms. Students will also learn the irregular reflexive verb *s’asseoir* and discuss Haiti, Guadeloupe, and the discovery and Carnaval celebrations in Martinique. | | | | | |
| **Enduring Understandings:**  ‐  Verbs have many forms and function differently in different languages.  ‐  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**:  ‐  What parts of my daily life / experiences can I describe in French?  ‐  What are pronouns and how do they function in French?  ‐  What is a reflexive verb and how are they used in French?  ‐  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 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*** |
| * Identify toiletry items. * Conjugate reflexive verbs in the present, past, and imperative. * Identify household chores. * Conjugate the irregular verb *s’asseoir* in the present tense. * Accept and refuse invitations. * Identify French‐speaking countries in the Caribbean. * Describe their daily routine. * Give orders, make suggestions, and ask someone to hurry. * Describe past events.   Summarize the history and French influence in Haiti, Guadeloupe, and Martinique.  Say what time people complete daily activities.  Give opinions, state dislikes and preferences about chores and daily activities. | * -  Short journal responses about their daily routine, chores they do around the house, and improvements in technology over the past 20 years. * -  Summaries of the culture sections in textbook on the history, geography, and culture of Haiti, Guadeloupe, the Antilles, Martinique and *Carnaval*. * -  Descriptions in French of how they get ready for school. * -  5 things they did this morning in the past tense. | | ‐ Chorale response with vocabulary words and PowerPoint pictures.  ‐ Listen to Conversation Culturelle in the textbook Bien Dit 2 Chapter 4.  ‐ Complete listening exercises in textbook Chapter 4.   ‐ Take notes on reflexive verbs from PowerPoint (present, commands, *passé composé*) in guided note sheet.  ‐ Complete graphic organizer with verb *s’asseoir.*  ‐ Write 5 sentences describing how you get ready for school. ‐ Play Snake review game with reflexive verbs.  ‐ Play Loto with vocabulary. ‐ Word search with vocabulary.  ‐ Play Memory with vocabulary pictures and words.  ‐ Read culture section about Martinique, Haiti, and Guadeloupe and answer activity questions.  ‐ Review of vocabulary with Quizlet flashcards on SMART Board.   ‐ Watch textbook DVD clips for Chapter 4.  ‐ Play Jeopardy review game.  ‐ Textbook exercises Chapter 4  ‐ Read, translate, and summarize Aperçus Culturels sections Chapter 4.   ‐ Complete reflexive word puzzle.  ‐ Complete listening activities from Listening Activities Workbook.  ‐ Complete crossword puzzle with chore vocabulary.  ‐ Survey your classmates about when they do certain daily activities.  ‐ Complete reflexive review worksheet. | | **Formative Assessments:**   * -  Homework exercises in Grammar and Vocabulary Workbook Chapter 4 * -  Quizzes – Toiletry vocabulary, reflexive verbs, chores vocabulary and *s’asseoir* * -  Notebook Quizzes on various warm‐ups and notes in notebook * -  Unit Test: Multiple Choice with vocabulary, reflexives, reading comprehension, and listening * -  Open Ended Test on Reflexive Verbs in present, past, and command * -  Daily Warm‐up Exercises: ex; match the toiletry to the activity, fill in the blank with the reflexive  pronoun, conjugate the reflexive verb, translate into French, fill in the blank with vocabulary, rewrite sentences in the negative, match chore with the item * **Performance Assessments:** * -  Write 10 sentences describing what you do on a daily basis and present to the class your daily routine (memorized). * -  Create an advertisement for a cleaning service or a new household appliance. * -  Write and illustrate a storyboard of your daily routine. * -  \*These assessments will mostly require students to Apply, Analyze, Evaluate, and Create. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -Reflexive Verbs  -The Imperative  - | | -Conjugation of regular -er verbs.  -Conjugation of Reflexive verbs  The Imperative (using the tu, nous, and vous forms) | | -Create a chart showing how to conjugate the Reflexive Verbs  -Order your partner to do something  -Google the French Caribbean, and Identify the French speaking islands | |
| **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 4  ‐  Grammar and Vocabulary Workbook Chapter 4 | | | | | |
| **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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