| ***French II Unit 7: Les Sports Et Les Loisirs***  ***March-April*** | | | | | |
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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 leisure activities and pastimes that students may like to do. Vocabulary includes sports, types of movies and TV programs, as well as outdoor activities and musical instruments. Students will learn the irregular verbs *offrir* and *courir* and learn how to apply direct object pronouns in present, *passé composé*, and imperative situations. Students will also read and discuss what sports and activities are popular in France and other francophone countries. | | | | | |
| **Enduring Understandings:**  ‐  Sports and leisure practices are an important aspect of all cultures.  ‐  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. | | | | | |
| **Essential Questions**:  ‐  How are the things I like to do, different or similar to those of French and francophone teenagers?  ‐  What are pronouns and how do they function in French?  ‐  Why are some verbs regular and some verbs irregular?  ‐  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 sports and leisure activities. * Compare leisure activities in the U.S. and French speaking countries. * Identify television programs and types of movies. * Conjugate the irregular verbs *courir* and *offrir* in the present tense. * Give opinions, state dislikes and preferences about sports and leisure activities. * Apply direct object pronouns to sentences in the present, *passé composé* and   imperative.  Identify musical instruments.  Ask if someone is free and make suggestions.  Accept invitations.  Describe someone’s talents and abilities. | * -  Short journal responses about the activities they like to do or activities they would like to try. * -  Summaries of culture sections in the textbook on sports (tennis, biking, etc.) in France, the cities of Amiens  and Bordeaux, theater and television in France, camping, rock climbing, and comics. * -  Rewrite sentences describing what you like with object pronouns. | | ‐ Chorale response with vocabulary words.  ‐ Listen to Conversation Culturelle in the textbook C’est à toi 2 Chapter 5.  ‐ Complete listening exercises in textbook chapter 5.   ‐ Take notes on object pronouns from PowerPoint (present, commands, passé composé) in Cornell note sheet.  ‐ Complete graphic organizer with verbs *courir* and *offrir.*  ‐ Play Loto with vocabulary. ‐ Word search with vocabulary.  ‐ Play Memory with vocabulary pictures and words.  ‐ Read culture section about sports and leisure activities in France and answer activity questions.  ‐ Review of vocabulary with Quizlet flashcards on SMART Board.  ‐ Watch textbook DVD clips for Chapter 5. ‐ Play Jeopardy review game.  ‐ Textbook exercises Chapter 5. ‐ Read, translate, and summarize Aperçus Culturels sections Chapter 5.  ‐ Complete listening activites from supplemental text.  ‐ Survey your classmates about whether or not they like certain activities.  ‐ Rewrite sentences with object pronouns, then rewrite the sentences in the passé composé | | **Formative Assessments:**   * - Homework exercises in Grammar and Vocabulary workbook Chapter 5 * -  Quizzes – Sports and activities vocabulary, *courir* and *offrir,* direct object pronouns in present,  past, and commands * -  Notebook Quizzes on various warm‐ups and notes in notebook * -  Daily Warm‐up Exercises: ex; fill in the blank with the conjugated form of *courir* or *offrir*, write a sentence  describing the activity pictured, rewrite sentences with direct object pronouns, describe what type of TV show or movie something is, translate sentences from English to French or French to English. * **Performance Assessments:** * -  Write a short description of your favorite movie/ TV show. * -  Act out a scene for the class from your favorite movie/TV show. * -  Write an advertisement for a sports clinic or summer resort. * -  Create a short comic strip. * -  Create a PowerPoint presentation about your favorite movie or TV show. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -The irregular reflexive verb s’asseoir  -The Passe Compose of Reflexive verbs  - | | -The “Maison d’etre: (The House Verbs)  -Likes and dislikes verbs | | -Refer back your House Verbs and the use of etre for the Past Tense  -Graphic organizer for your verb s’asseoir  -Have a student prepare a Power Point for the Reflexive verbs  -Google Haiti and Guadeloupe  -Pictorial rendition of your daily routine using Reflexive verbs only  -Play Bingo with vocabulary | |
| **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  -  Textbook readings: Short dialogues describing music groups  -  Excerpt from TV guide (Télé Magazine)  -  Reading on Ski Resort in Tignes  -  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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