| ***French III Unit 1: Review of French II***  ***September*** | | | | | |
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| **Targeted Standards**  7.1.IL.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.IL.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.IL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.IL.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.IL.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  ​​7.1.IL.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.IL.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.IL.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.IL.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.IL.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.IL.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.IL.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.IL.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.IL.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.IL.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.IL.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.IL.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. | | | | | |
| **Rationale and Transfer Goals** :  Unit 1 of French 3 is aimed at reacquainting students with vocabulary and grammatical concepts taught in Levels 1 and 2, as well as adjusting students to speaking and hearing mostly French in the classroom. The regular, irregular, and reflexive verbs of Levels 1 and 2 will be reviewed in the present tense and passé composé forms. Other grammatical items to be reviewed include noun and adjective agreement, prepositions of place, ordinal numbers, irregular plurals, the partitive, and object pronouns. Vocabulary themes reviewed include professions, animals, geography and means of transit, daily routine activities and chores, sports and outdoor activities, TV shows and programs and musical instruments. | | | | | |
| **Enduring Understandings:**  ‐  You can learn a second or third language.  ‐  You already have language and communication skills that you can utilize  while learning a new language.  ‐  The goal is effective communication, not word‐for‐word translation.  ‐  There are multiple ways to say the same thing.  ‐  People have different styles of learning.  ‐  Learning a language is an on‐going process.  ‐  A dictionary doesn’t give you syntax.  ‐  The language we use changes with the situation. | | | | | |
| **Essential Questions**:  ‐  What language learning skills do I already have?  ‐  Why are some verbs regular and some irregular?  ‐  How fluent do I need to be in order to  communicate  effectively?  ‐  Why can’t you use the  same words or expressions with everyone in every situation?  ‐  What languages skills have I retained from French 1 and 2?  ‐  How can I express myself and share the same information with others in French?  ‐  How can I describe things that happened in the past?  ‐  What are my motivations to learn another language?  ‐  How might learning a language open “doors of opportunity”?  ‐  How can I sound more like a native speaker?  ‐  How do I find out meaning when words are not understood? | | | | | |
| **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*** |
| * Conjugate regular and irregular verbs in the present tense. * Form the passé composé with the helping verbs *avoir* and *être.* * Conjugate reflexive verbs in the present, imperative, and *passé composé.* * Identify vocabulary from Level 1 and 2. * Describe one’s personality, physical traits, likes, dislikes and hobbies. * Apply direct and indirect object pronouns to replace nouns. * Describe past events. * Create a conversation using vocabulary and grammar from Level 1 and 2. | * ‐  Short journal responses describing themselves. * ‐  Short journal responses describing what they did over summer. * ‐  Conversations using reviewed vocabulary and grammar concepts. * ‐  Daily journal entries describing the days’ activities. * ‐  Descriptions about weekend activities. | | ‐ Introduce yourself and ask each person what their name is and how they are doing.  ‐ Read short comic about Ben and Samuel and the first day back to school: Answer questions in small groups.  ‐ Read review packet of vocabulary from level 2 and highlight unknown words.  ‐ Compare Ben and Sam from comic using comparative and superlative adjectives on SMART Board.  ‐ Complete worksheet to practice regular and irregular verbs in the present tense.   ‐ Create a 10 line dialogue with a partner using verbs from Levels 2 and 1.  ‐ Complete worksheet to review the formation of the *passé composé.*  ‐ Listen to, sing, and memorize Christa’s Passé Composé song to remember Vandertramp verbs.   ‐ Compare sentences on SMART Board to compare regular and reflexive verbs.  ‐ Write 5 things you do each day using reflexive verbs (exit slip).  ‐ Complete guided notes worksheet on reflexive verbs in the present, imperative, and passé composé.  ‐ Complete worksheet on *passé composé*. ‐ Write a story in the present tense in small groups and share with the class.  ‐ Play Loto with vocabulary. ‐ Complete word search with vocabulary.  ‐ Chorale response with vocabulary words.  ‐ Play the Snake Game and the dice game with verbs (regular, irregular, reflexive verbs, passé composé.  ‐ Review of vocabulary with Quizlet flashcards on SMART Board. | | * **Formative Assessment** * ‐  Homework exercises on worksheets * ‐  Quizzes – vocabulary from Sam and Ben reading, regular and irregular verbs * ‐  Daily Warm‐up Exercises: ex; translate and compare sentences with reflexive and non‐reflexive verbs,  conjugate verbs in the present, imperative, and/or *passé composé*, translate sentences / (short) paragraphs into English/French, circle verbs that use *être* in the *passé composé*, write the irregular past participle of the verb, write 5 things you did over the weekend.   **Performance Assessment**   * ‐  Write a journal for 7 days describing what you did each day, distinguishing between the imperfect and *passé composé* tenses. * ‐  Write and perform a short dialogue: possible topics include what students did over the summer or during the weekend, after school, etc. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -**The pattern of Irregular Verbs** | | **-The Pronoun Flag**  **-Formation of the Past Tense**  **-Direct and Indirect Pronouns** | | **-Create your own Pronoun Flag**  **-Write sentences using the pronouns, highlighting the pronouns**  **--Sing the PC song**  **-Quizlet for vocabulary**  **-Kahoot Online for grammar**  **-Write a story with a partner using the PC only** | |
| **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:**    ‐  Sam and Ben comic strip describing the first day of school and student council elections  ‐  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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