| ***French III Unit 2: Les Pays du Maghreb******October-November*** |
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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 take a big cultural leap not only into another French speaking region of the world, but to a region with unique and diverse culture and cultural artifacts. *Le Maghreb* is a North African region with very profound French influences. Students will study the culture of three countries that are representative of this region – Morocco, Algeria and Tunisia. Students will study interactions and specialized vocabulary related to the post office, banking and taking a trip, while mastering grammar concepts like the conjugation of the irregular verbs *dire*, *ourvrir,* and *écrire;* how and when to use the relative pronouns *qui* and *que,* together with the functions and uses of indirect pronouns.  |
| **Enduring Understandings:** ‐  French social, economic, political, and cultural influence in the Maghreb is still visible to this day.  ‐  While some verbs are regular and others irregular, there are observable recurrent patterns.  ‐  Verbs have many aspects, including tense, person, number, and mood.  ‐  Language reflects and is influenced by the culture in which it is found.  ‐  Members of one culture may make assumptions about other cultures  based on their own attitude, values and beliefs  ‐  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.  ‐  Cultural perspectives are gained by using the language and through  experience with its products and practices.  ‐  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**: ‐  Why is Strasbourg, France important to the EU?  ‐  What are the functions of  the postal system?  ‐  What language learning skills do I already have?  ‐  How do direct and indirect object pronouns differ between French and English?  ‐  What characterizes life in Francophone North Africa or *Le Maghreb*?  ‐  Why are some verbs regular and others irregular?  ‐  How fluent do I need to be in order to  communicate effectively?  ‐  Why is it important to be  able to conduct banking business in the target language?  ‐  Why can’t you use the same words or  expressions with everyone in every situation?  ‐  How can I express my opinions on issues  important to me and others? ‐ What are my motivations to learn another language? *
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| **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. Carry out and conduct a transaction at the post office. 2. Express opinions and make suggestions about the importance of the postal system in society. 3. Identify, discuss, compare and contrast life in Maghreb, Francophone North Africa. * 4. Carry out and conduct a transaction at the bank.
* 5. Identify clothing and accessory items typically packed for a summer vacation.
* 6. Conjugate the irregular verb *dire.*
* 7. Conjugate the irregular verb *ouvrir.*
* 8. Connect sentences together using relative pronouns (*qui, que*).
* 9. Identify and use indirect object pronouns.

10. Express hope and intentions about the future.  | * ‐  Short journal responses about their thoughts on famous vacation spots.
* ‐  Answers in French to “*Questions Personelles*” section in Bien Dit 2, Chapter 6.
* ‐  Summaries of culture sections in textbook on cultural artifacts and history of *L’Algerie, La Tunisie* and *le*  *Maroc.*
* ‐  Daily journal entries describing the days’ activities.
* ‐  Descriptions about travel experiences.
 | ‐ Chorale response with vocabulary words. ‐ Listen to Conversation Culturelle in Bien Dit 2 Chapter 6. ‐ Complete listening exercises in Bien Dit 2 Chapter 6. ‐ Play Loto with vocabulary. ‐ Draw a person wearing 5 items of clothing and describe that person to your partner in French. ‐ Describe what people are wearing in magazine advertisements. ‐ Complete sentences with the verb *écrire* and walk around the room to find out what everyone is writing ‐ Word search with vocabulary. ‐ Play Memory with vocabulary pictures and words. ‐ Poll the class about their opinions on certain issues like their thoughts, beliefs and the influence of other cultures on their own. ‐ Take notes from PowerPoint on direct and indirect object pronouns. ‐ Rewrite sentences with direct or indirect object pronouns. ‐ Rearrange words on sentence strips or SMART Board to make sentences with object pronouns. ‐ Take notes from PowerPoint on relative pronouns. ‐ Play “7 Up” with relative pronouns. ‐ Pop up game with “*qui*” and “*que*” notecards. ‐ Watch textbook DVD clips for Chapter 6. ‐ Complete crossword puzzle with vocabulary from chapter 6. ‐ “Rags to Riches” review game on Quia. ‐ Textbook exercises Chapter 6. ‐ Read, translate, and summarize Aperçus Culturels sections Chapter 6. ‐ Read about Raï music and watch music videos from Cheb Khaled, and other raï artists.  | * **Formative Assessment**
* ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 6
* ‐  Quizzes – Vocabulary (banking and travel), sentences construction by replacing direct and indirect  objects using appropriate pronouns, irregular verbs *dire, ouvrir, écrire*
* ‐  Test – Open ended test Chapter 6 (bank, post office, and clothing vocabulary, object pronouns,  relative pronouns and irregular verbs *dire, ouvrir, écrire*)
* ‐  Daily Warm‐up Exercises: ex; Fill in the blanks with appropriate vocabulary word, identify object  pronouns needed for each sentence, rewrite sentences with object pronouns, translate sentences into French with *qui* and *que*, identify what people are wearing, etc.
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**Performance Assessment*** ‐  Role‐play an interaction between a bank employee and a bank customer.
* ‐  Role‐play an interaction between a postal employee and a postal customer.
* ‐  Create a catalogue of clothing and accessories.
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| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
|   **-Formation of the Past Tense****-Imperative of Reflexive Verbs** | **-Go over grammatical concepts of etre and avoir****-The Indirect Object Pronouns****-The Indirect Object Pronouns** | **-Play Bingo for the vocabulary****-Ask about students learning styles: what works for you**  |
| **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 6  ‐  Grammar and Vocabulary Workbook  ‐  Textbook readings: Culture ‐  Excerpt about Algerian culture ‐  Excerpt about Raï music   ‐  Articles from online newspapers (lemonde.fr, tempsreel.nouvelobs.com, liberation.fr, lefigaro.fr)  ‐  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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