| ***French III Unit 4: En Voyage***  ***December-January*** | | | | | |
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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** :  Unit 4 deals with a topic that is very important to American family and cultural life: travel. Students will learn how to arrange a trip, including reserving flights, booking hotels and hostels. They will learn about different accommodations available while traveling, as well as common foods. This unit focuses particularly on French Canada, its geography, history, and culture. Students will build on their grammar skills with the imperfect tense, stress pronouns, the adjective *tout*, and the irregular verbs *recevoir* and *boire*. | | | | | |
| **Enduring Understandings:**    ‐  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**:  ‐  What language learning skills do I already have?  ‐  What characterizes French Canada?  ‐  Is breakfast the most important meal of the day?  ‐  How can I express what things were like in the past?  ‐  Why are some verbs regular and others irregular?  ‐  How fluent do I need to be in order to  communicate effectively?  ‐  How does one point out,  or stress certain people in  the French language?  ‐  What is the allure of  international travel and international youth hostels?  ‐  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?  ‐  When is the *imparfait*  employed in the French  Language and how is it different from the passe’ compose’? | | | | | |
| **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. Explain problems related to travel and tourism.  2. Express opinions and make suggestions to improve travel and tourism.  3. Identify major touristic and vacation spots around the world and in Francophone Canada.  4. Conduct a phone conversation to reserve a hotel room.  5. Identify and use the four forms of the adjective *tout.*  6. Compare and contrast travel and tourism in Francophone Canada and the U.S.  7. Conjugate the irregular verb *recevoir* to say what you are receiving.  8. Conjugate the irregular verb *boire* to say what you are drinking.  9. Emphasize who is being discussed using stress pronouns.  10. Express hope and intentions about the future.  11. Identify how and when to use the imperfect tense. | * ‐  Description of a trip they took or somewhere they would like to visit. * ‐  How things used to be when they were little and what their childhood was like. * ‐  Answers in French “*Questions Personelles*” section in C’est à Toi 2, Chapter 8. * ‐  Summaries of culture sections in textbook on *Le Canada français.* * ‐  Daily journal describing the days’ activities. * ‐  Descriptions about weekend activities. | | ‐ Chorale response with vocabulary words.  ‐ Listen to, read, and translate Conversation Culturelle in Bien Dit 2 Chapter 8.  ‐ Complete listening exercises in Bien Dit 2 Chapter 8.  ‐ Play Loto with vocabulary.  ‐ Take notes from PowerPoint on stress pronouns.   ‐ Fill in the blank on SMART Board with appropriate stress pronoun using Checker activity.  ‐ Draw an activity of what you like to do – point out people who like to do activities using stress pronouns.  ‐ Take notes on adjective tout from PowerPoint.   ‐ Notes from PowerPoint on formation and usage of imperfect tense.  ‐ Describe the setting in various paintings/images on PowerPoint using imperfect tense.  ‐ Play the Snake Game with imperfect tense of verbs.  ‐ Word search with vocabulary. ‐ Play Memory with vocabulary pictures and words on SMART Board.   ‐ Poll the class about their opinions on certain issues like bilingualism in the world.  ‐ Watch textbook DVD clips for Chapter 8.  ‐ Complete crossword puzzle with vocabulary from chapter. ‐ Textbook exercises Chapter 8.  ‐ Read, translate, and summarize Aperçus Culturels sections Chapter 8.  ‐ Poem recitation and discussion “*Mon Pays*” by Gilles Vigneault. | | * **Formative Assessment** * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 8 and on worksheets * ‐  Quizzes – Vocabulary (hotel and breakfast vocabulary), irregular verbs *recevoir, boire*, adjective  *tout*, stress pronouns, imperfect tense * ‐  Test – Open ended test on Chapter 8 (vocabulary and grammar) * ‐  Daily Warm‐up Exercises: ex; conjugate verbs in the imperfect tense, fill in the blank with the correct  stress pronoun, identify vocabulary words, translate sentences from English to French, finish sentences with the correct form of *tout*, etc.   **Performance Assessment**   * ‐  Recite, dramatize, and discuss the poem, *Mon Pays,* by Gilles Vigneault. * ‐  Create and present a dialogue at a hotel – reserve a room and order breakfast. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -The irregular verbs connaitre and savoir  -Distinguish between the usage of these two verbs. The both mean “to know”  -Apply double Object Pronouns  - Il y a + time = ago | | -The Pronouns  -The Pronoun Flag  -Il y a (there is/there are) | | -Google SNCF  -Compare and contrast travelling in the US and France  -Apply double Object pronouns to sentences  - Word search 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 6  ‐  Grammar and Vocabulary Workbook  ‐  Textbook readings: Poem titled *Mon Pays*  ‐  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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