| ***French III Unit 6: Les gens celebres du monde francophone***  ***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** :  Unit 6 introduces students to some French celebrities and discusses their international influences. They will learn vocabulary terms for various professions, expanding upon vocabulary from Level 1. Students will add to their knowledge of grammar by learning two new irregular verbs ‐ *croire* and *vivre,* and also learn how and when to use the imperfect and *passé composé*. Students will learn various irregular adjectives to continue building vocabulary. They will additionally learn about interrogative pronouns and the pronoun *y*. | | | | | |
| **Enduring Understandings:**  ‐  The influences of many francophone celebrities are worldwide.  ‐  The *passé composé* and imperfect tenses are both used to speak about the  past in different ways.  ‐  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**:  ‐  Who are some famous Francophones and what are their contributions to francophone culture and history?  ‐  How can I speak about things in the past?  ‐  How can I ask questions?  ‐  What language learning skills do I already have?  ‐  What roles have famous Francophones played on the world scene?  ‐  How does one differentiate between the *passé composé* and the *imparfait*?  ‐  Why are some verbs regular while others are 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?  ‐  How might learning a language open “doors of opportunity”?  ‐  How can I sound more like a native speaker? | | | | | |
| **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*** |
| * Explain the role of the French in the discovery of radioactivity * Identify and discuss the work of famous Francophones. * Ask about and identify various professions/careers. * Compare and contrast the work of famous francophones and their contributions  to the world. * Express opinions using the verb *croire* * Ask for information using interrogative pronouns. * Conjugate the irregular verb *vivre* to say were you and others live. * Conjugate the irregular verb *croire* to express what one believes. * Tell stories in the past using the *passé composé* and the *imparfait.*   Identify and how and when to use the pronouns *y.*  Describe the talents and abilities of various professions. | * ‐  Short journal responses telling a story/event that happened to them * ‐  Short stories using past tenses based on visual prompts * ‐  Answers in French to “*Questions Personelles*” section in C’est à Toi 2, Chapter 9 * ‐  Summaries of culture sections in textbook on contemporary famous French people * ‐  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 9  ‐ Complete listening exercises in C’est à toi 2 Chapter 9  ‐ Class discussion about what profession/career would you like to exercise   ‐ Identify different professions and what they do worksheet  ‐ Take notes and complete graphic organizer about interrogative pronouns  ‐ Interview your partner about likes/dislikes with questions using interrogative pronouns   ‐ Rearrange words on notecards to create sentences with interrogative pronouns  ‐ Take notes from PowerPoint on the *passé compose* and *imparfait*  ‐ Complete worksheet identifying usage of *passé composé* and *imparfait* in Conversation Culturelle  ‐ Closure activity: Complete each imperfect sentence with an action in the *passé composé*  ‐ Write 5 sentences in the past to summarize celebrities discussed in this unit and share with class   ‐ Write 3 sentences in the past about yourself (2 true, 1 lie) and class has to guess which is the lie   ‐ Whiteboard game in small groups: hold up correct conjugation of verb in correct past tense ‐ Play Loto with vocabulary  ‐ Poll the class about their opinions on certain issues like celebrities and their various roles  ‐ Jeopardy Review game  ‐ Take notes from PowerPoint on pronoun *y*  ‐ Listen to song from Patricia Kaas  ‐ Watch textbook DVD clips for Chapter 9  ‐ Textbook exercises Chapter 9 ‐ Read, translate, and summarize Aperçus Culturels sections Chapter 9  ‐ *Qui suis‐je* game: attach name of celebrity on back and ask yes/no questions to discovery identity | | * **Formative Assessment** * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 10 and on worksheets * ‐  Quizzes – Vocabulary (different professions and what they do, adjectives, irregular verbs *vivre* and  *croire*, interrogative pronouns), using *imparfait* and the *passé composé* * ‐  Test – Open ended test Chapter 9 (vocabulary and grammar), Test on *imparfait* and *passé*  *composé* * ‐  Daily Warm‐up Exercises: ex; conjugate verbs in imparfait, rewrite sentences with *y*, fill in the blank with  the correct interrogative pronoun, describe the people pictured, fill in the blank with *vivre* or *croire*, translate sentences from English to French, etc...   **Performance Assessment**  ‐ Create a cave painting similar to the paintings of Lascaux with brown paper, charcoal, and Comté clay crayons.    ‐ Write and illustrate your own “Asterix and Obélix” comic strip.   * **Performance Assessment** * ‐  Write a paragraph describing a journey you took (*imparfait* and the *passé composé*). * ‐  Research and present a short biography of a famous francophone. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -Interrogative pronouns  Professions  Famous Francophones | | -etre always agrees in gender and number  -Adjectives always agrees in gender and number  -Avoir Only agrees with Direct Object Subject Pronouns in a compound tense | | -Google your favourite famous Francophone  -Differentiating between the Imperfect and the Past Tense | |
| **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: Article about making predictions  ‐  Short biographies about various francophone celebrities   * ‐  Articles from online newspapers (lemonde.fr, tempsreel.nouvelobs.com, liberation.fr, lefigaro.fr) | | | | | |
| **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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