| ***French III Unit 7: Notre Monde***  ***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** :  In this unit students will explore the modern francophone world. They will learn vocabulary for various countries and nationalities where French is spoken, as well as the continents and main bodies of water surrounding them. Additionally, students will discuss the history and French influences in these different places. Grammar concepts discussed will include the conditional mood to express how things would be, adverbs in the comparative and superlative forms, as well as the pronoun *en*. | | | | | |
| **Enduring Understandings:**  ‐  Traveling is a key to exploring other languages and cultures.  ‐  French is a global language.  ‐  Verbs have many aspects, including tense, person, number, and mood.  ‐  Adverbs can be used to compare people and things and enrich meaning.  ‐  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.  ‐  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?  ‐  Where is French spoken besides France?  ‐  How is French a global language?  ‐  How can I express what things would be like?  ‐  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?  ‐  How can I express myself and share the same information with others in French?  ‐  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*** |
| * Identify French speaking countries and nationalities. * Identify continents and bodies of water in French. * Compare people and things with comparative and superlative adverbs. * Conjugate verbs in the conditional mood. * Make suggestions using the conditional mood. * Invite someone to do something. * Accept or decline an invitation. * Apply the object pronoun *en* to sentences. * Compare and contrast the culture of French speaking countries.   Describe hypothetical situations with *si + imparfait + conditional.* | * ‐  Short journal responses about places they would like to visit. * ‐  Answers in French to “Questions Personelles” section in C’est à Toi 2, Chapter 10. * ‐  Summaries of culture sections in textbook on Tahiti, French Guiana, Madagascar, Chartres, Biarritz, *le*  *bac* and summer vacations. * ‐  Daily journal entries describing the days’ activities. * ‐  Descriptions about weekend activities. | | ‐ Chorale response with vocabulary words.  ‐ Listen to Conversation Culturelle in Bien Dit 2 Chapter 10.  ‐ Complete listening exercises in Bien Dit 2 Chapter 10.  ‐ Fill in maps with French names for various countries, continents, and bodies of water.  ‐ Play Loto with vocabulary. ‐ Word search with vocabulary.  ‐ Play Memory with vocabulary pictures and words.  ‐ Read culture section about French speaking countries and fill in graphic organizer with information.  ‐ Review of vocabulary with Quizlet flashcards on SMARTBoard.  ‐ Watch textbook DVD clips for Chapter 10.  ‐ Complete crossword puzzle with vocabulary from chapter.   ‐ Take notes from PowerPoint on adverbs.  ‐ Interview your classmates and document answers using adverbs.  ‐ Textbook exercises Chapter 10.   ‐ Read, translate, and summarize Aperçus Culturels sections Chapter 10. | | **Formative Assessment**   * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 11 and on worksheets * ‐  Quizzes – Vocabulary (maps and nationalities) * ‐  Test – Open ended test on adverbs (form adverbs, rewrite sentences with adverbs, etc) * ‐  Daily Warm‐up Exercises: ex; write the nationality corresponding to the country, create an adverb  from an adjective, write a sentence using superlative adverbs to say who does various activities the most, and translate sentences into French.   **Performance Assessment**  ‐ Write 10 sentences describing how things would be (conditional) if you had a certain profession or lived in a certain place, create a poster illustrating these sentences, and present to the class. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -The Comparative and the Superlative  -The conditional  -Hypothetical situation using  *si + imparfait +conditionnel* | | -How did you express “time” - moins/plus\  The pronoun “en” in a sentence  -Formation and use of the Imperfect | | -Francophone countries in Africa, in Europe and the Far East  -The modern Francophone World - How has this changed? | |
| **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 10  ‐  Grammar and Vocabulary Workbook  ‐  Textbook readings: Poem “Souffles” by Birago Diop  ‐  Short restaurant descriptions  ‐  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. | | | | | |