| ***French III Unit 8: La France contemporaine***  ***April-May*** | | | | | |
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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 8 introduces students to contemporary issues sensitive to both French and American teenagers. Students will discuss modern political problems, as well as the process of obtaining a driver’s permit, learning to driving, and identifying car parts. Students will learn to explain problems and give their opinions. Grammar concepts include verbs that take prepositions before infinitives, the irregular verbs *conduire* and *suivre*, as well as hypothetical statements involving the imperfect tense and conditional mood. | | | | | |
| **Enduring Understandings:**  ‐  Access to education, sicknesses, pollution, unemployment, and terrorism are global problems that affect everyone in different ways.  ‐  Verbs have many aspects, including tense, person, number, and mood.  ‐  Learning to drive is an important experience for both French and American  adolescents.  ‐  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?  ‐  What are global problems and how do they affect my life?  ‐  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 my opinions on issues important to me and others?  ‐  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*** |
| * Explain problems in our contemporary society. * Express opinions and make suggestions to improve issues in modern society. * Identify car parts. * Utilize driving expressions and identify road signs. * Express hypothetical situations using *si* clauses and the conditional. * Compare and contrast modern issues and their cross‐cultural similarities. * Conjugate the irregular verb *suivre* to express who is following. * Conjugate the irregular verb *conduire* to express who is driving. * Create sentences with verbs and their appropriate prepositions and infinitives.   Give orders concerning driving.  Express hope and intentions about the future. | * ‐  Short journal responses about how they feel about popular issues. * ‐  Answers in French to “*Questions Personelles*” section in C’est à Toi 2, Chapter 11. * ‐  Summaries of culture sections in textbook on contemporary problems, AIDS, driving permits, and gas  stations in France. * ‐  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 11.  ‐ Complete listening exercises in Bien Dit 2 Chapter 11.  ‐ Label car parts on worksheet.  ‐ Identify road signs and their meanings on worksheet.  ‐ Play Loto with vocabulary. ‐ Word search with vocabulary.  ‐ Play Memory with vocabulary pictures and words.  ‐ Poll the class about their opinions on certain issues like education, terrorism, pollution, etc.  ‐ Take notes from PowerPoint on verbs + prepositions à/de + infinitives.  ‐ Review of vocabulary with quizlet flashcards on SMART Board.  ‐ Watch textbook DVD clips for Chapter 11.  ‐ Complete crossword puzzle with vocabulary from chapter. ‐ Textbook exercises Chapter 11.   ‐ Read, translate, and summarize Aperçus Culturels sections Chapter 11.  ‐ Take notes from PowerPoint on hypothetical statements with si + imperfect + conditional.   ‐ With a partner, identify a problem, write a slogan to solve it and make a poster.  ‐ Complete a graphic organizer about the issues in France and possible solutions  ‐ Listen to “Mourir Demain” by Pascal Obispo and fill in the blanks of lyrics, identifying conditional.  ‐ Watch “Mourir Demain” music video.  ‐ Play “Apples to Apples” by finishing si clauses with a verb phrase in the conditional.  ‐ Take notes on *futur simple* tense and compare to conditional construction. | | **Formative Assessment**   * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 11 and on worksheets. * ‐  Quizzes – Vocabulary (contemporary problems, prepositions and infinitives, and car parts),  Conditional and *Si* Clauses, Futur Simple * ‐  Test – Open ended test Chapter 11 (vocabulary and grammar) * ‐  Daily Warm‐up Exercises: ex; conjugate verbs in conditional, finish si clauses with conditional, identify car  parts, fill in the blanks with appropriate vocabulary word, identify preposition needed for each sentence, conjugate verbs in the future simple. * **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. * ‐  Create a poster offering a suggestion to solve a modern problem. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -Identify car parts  -Utilize driving expressions and road signs  -Verbs and their appropriate prepositions and infinitives | | -The formation and use of the of the Conditional Tense  Using the *si clause + Conditional* | | -Compare and contrast the culture of French speaking countries  -How different is your French counterpart?  -Learning to drive | |
| **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 11  - Grammar and Vocabulary Workbook  ‐  Textbook readings: Article about homeless and shelters  ‐  Brochures about French universities  ‐  Article about urban pollution  ‐  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. | | | | | |