| ***French IV Unit 1: Review of French III***  ***September-October*** | | | | | |
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| **Targeted Standards**  7.1.IL.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.IL.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.IL.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.IL.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.IL.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  ​​7.1.IL.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.IL.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.IL.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.IL.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.IL.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.IL.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.IL.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.IL.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.IL.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.IL.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.IL.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.IL.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 1 of French 3 reacquaints students with vocabulary and grammatical concepts taught in Levels 1, 2, and 3 as well as readjusting students to speaking and hearing mostly French in the classroom. The regular, irregular, and reflexive verbs of Levels 1, 2, and 3 will be reviewed in the present tense, passé composé, imperfect, conditional, and future forms. Other grammatical items to be reviewed include object pronouns, interrogative pronouns, adverbs, and infinitives. The grammar review is included with vocabulary about schools, school supplies, amusement parks and winter sports. | | | | | |
| **Enduring Understandings:**  ‐  You can learn a second or third language.  ‐  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.  ‐  People have different styles of learning.  ‐  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?  ‐  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?  ‐  What language skills have I retained from French 1‐ 3?  ‐  How can I express myself and share the same information with others in French?  ‐  How can I describe things that happened in the past?  ‐  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*** |
| Conjugate regular and irregular verbs in the present tense.   * Form the passé composé with the helping verbs *avoir* and *être.* * Conjugate reflexive verbs in the present, imperative, *passé composé*, imperfect,  conditional, and future.   Identify vocabulary from Level 1, 2, and 3.  Identify school supplies and school subjects.  Apply direct and indirect object pronouns to replace nouns.  Describe past events while distinguishing between the *passé composé* and  imperfect tenses.  Create a conversation about the first day of school.  Identify features at an amusement park or winter resort.  Describe school schedules, work load, and supplies.  Compare and contrast the education systems of US and Francophone countries.  Identify Senegal and discuss its geography and education system.  Describe the events of Carnaval in Quebec. | * ‐  Short journal responses about plans for senior year, college, etc. * ‐  Essay retelling a story using passé composé and imperfect tenses. * ‐  Short answers about what they think of their school and how they would improve it. * ‐  Essay comparing French and American schools. * ‐  Conversations using reviewed vocabulary and grammar concepts. * ‐  Daily journal entries describing the days’ activities. * ‐  Descriptions about weekend activities. | | ‐ Introduce yourself and ask each person what their name is and how they are doing.  ‐ Discuss what you did over the summer.  ‐ Complete an introduction survey about yourself and what you did over the summer.  ‐ In small groups, list similarities and differences between yourself and your classmates.  ‐ Read review packet of vocabulary from level 3 and highlight unknown words.  ‐ Complete worksheet to practice regular and irregular verbs in the present tense.  ‐ Create a 10 line dialogue about a hypothetical situation in a school.  ‐ Complete worksheet to review the formation of the *passé composé* and *imparfait.*  ‐ Loto with vocabulary. ‐ Word search with vocabulary.  ‐ Copy vocabulary words from PowerPoint slides with pictures.  ‐ Chorale response with vocabulary words.  ‐ Play the snake game and the dice game with verbs (regular, irregular, reflexive verbs, passé composé).  ‐ Review of vocabulary with quizlet flashcards on SmartBoard.  ‐ Read Conversation Culturelles Chapter 1 Leçon A and B ‐ Complete textbook activities Chapter 1.   ‐ In small groups, create a poste to summarize grammar concept from last year and present to class.  ‐ Bring in an object that reminds you of something that happened this summer and share with class.  ‐ Read Aperçus Culturel sections in textbook and discuss Senegal and Quebec’s Carnaval.   ‐ Rewrite sentences on SMART Board with object pronouns.   ‐ Using notecards with vocabulary words – play “J’ai... Qui a...?”.  ‐ Play Jeopardy to review concepts from Chapter 1 | | **Formative Assessment**   * ‐  Homework exercises in Grammar and Vocabulary and on worksheets * ‐  Quizzes – grammar review quizzes, vocabulary, double object pronouns * ‐  Test – open ended test on vocabulary, rewriting sentences in the passé composé, rewrite  sentences with double object pronouns. * ‐  Daily Warm‐up Exercises: ex; identify vocabulary based on description, rewrite sentences with object  pronouns, translate sentences into French.   **Performance Assessment**   * ‐  Retell and/or write a story using the passé composé and imperfect tenses. * ‐  Create a poster summarizing grammar topic and present to class. * ‐  Write an essay comparing American and French school systems. * ‐  Write and perform a short dialogue, possible topics include being called into the principals office,  discussing what you are going to buy for school, showing a new student around school, etc. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -The past Tense  -Reflexive verbs (present and past tense)  -The past tense + the imperfect | | -Formation of the past tense  -The verb avoir:  -Reflexive verbs | | -Write a story with your partner using the past tense, using both “House” and “avoir” verbs  -Why are Reflexive verbs different? | |
| **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:**  ‐  Conversation Culturelle in Bien Dit Level 3 Chapter 1  ‐  Quebec Carnaval website  ‐  Excerpts from Dakar magazine  ‐  Advertisement for Carnaval in Quebec  ‐  Petit Nicolas “La plage, c’est chouette”  ‐  Grammar and Vocabulary Workbook  ‐  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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