| ***French IV Unit 2: Les rapports humaines******October-November*** |
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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** : In this unit students will learn about and interact with situations of everyday life. They will practice how to ask for and give information, including filing a detailed complaint with the appropriate authorities following an incident. Grammar concepts include the imperfect tense to describe how things were, present participles as adjectives, and reflexive verbs. Students will also expand their knowledge of negative expressions. |
| **Enduring Understandings:**‐  English speakers can use a graphic organizer, such as a T‐Chart to help conjugate reflexive verbs.  ‐  People usually give advice and suggestions based on personal experiences.  ‐  Learning a different language and/or culture leads to a greater  understanding of one’s own and other languages and cultures and why  people think and act differently.  ‐  Knowledge of a variety of expressions of opinion helps someone share his  or her actual feeling and beliefs.  ‐  The content of the world language classroom encompasses the entire  learning experience.  ‐  If you witness a crime or an accident, you are obligated to tell the truth  under all circumstances.  ‐  The context of the statement determines where to use the passé compose  or the l’imparfait when telling a story in French.   |
| **Essential Questions**: ‐  How can I tell about what happened to me?  ‐  What is the key to determining which past tense to use when telling a story in French?  ‐  What are reflexive verbs and how are they conjugated in French?  ‐  How do non‐verbal behaviors such as eye contact and gestures affect communication?  ‐  How is the imperfect tense created and used in French?  ‐  What are important things to remember when traveling abroad?  ‐  What is the European Union and how is France in involved?  ‐  How can I negate my expressions?  ‐  What language learning skills do I already have?    |
| **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*** |
| * Describe specific past events with the *passé compose.*
* Compile and examine examples of the *passé composé* and the imperfect within  an excerpt.

Express opinions about the height, weight, look, and general characteristics of a suspect in a crime. Describe physical traits and surroundings in detail using the imperfect tense.  File an original complaint with the appropriate authorities.  Offer reasons why certain things were and were not completed using the *passé*  *composé* and the imperfect. Express concern using appropriate vocabulary and gestures.  Write a letter to a friend, parent, or relative describing a difficult situation you  encountered. Describe physical traits and other features using reflexive verbs. Identify and create present participles to describe people, places, and things. Utilize negative expressions in sentences.    | * ‐  A full and complete complaint of an incident they witnessed, ex. burglary, an accident.
* ‐  A letter to a friend, parent or relative describing a difficult situation in which they were involved.
* ‐  An original or retold story about an incident that happened.

  | ‐ Chorale response with vocabulary words. ‐ Copy vocabulary words from PowerPoint with pictures. ‐ Describe a picture of person using imperfect tense, partner draws what is described. ‐ Listen to Conversation Culturelle in Bien Dit 3 Chapter 2. ‐ Complete listening exercises in Bien Dit 3 Chapter 2. ‐ Role‐play consoling someone who has been victim of a crime or an accident. ‐ Take notes from PowerPoint on present participles. ‐ “Apples to Apples” with participles: With a partner, try to finish a sentence with the most creative participle. ‐ Take notes from PowerPoint on negative expressions. ‐ Take notes from PowerPoint on reflexive verbs. ‐ Read excerpt from Inspecteur Maigret story and answer multiple choice questions. ‐ Interview a partner using reflexive verbs, summarize and share results with the class. ‐ Reflexive verb stations: practice various tenses of reflexive verbs, create sentences that match pictures. ‐ Play Loto with vocabulary. ‐ Word search with vocabulary. ‐ Play Memory with vocabulary pictures and words. ‐ Poll the class about their opinions on the rising rate of crime among the youth. ‐ Take notes from PowerPoint on *imparfait.*‐ Watch textbook DVD clips for Chapter 2. ‐ Complete crossword puzzle with vocabulary from chapter 2. ‐ Textbook exercises Chapter 2. ‐ Read, translate, and summarize Aperçus Culturels sections Chapter 2.  | **Formative Assessment*** ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 2 and on worksheets
* ‐  Quizzes – Vocabulary (emotion vocabulary, adjectives, police station vocabulary), conjugating and  using the *imparfait*, reflexive verbs
* ‐  Test – Matching, fill in the blank, and open ended test Chapter 2 on vocabulary, reflexive verbs,  negations, imperfect, and present participles
* ‐  Daily Warm‐up Exercises: ex; conjugate verbs in l’imparfait, conjugate reflexive verbs in various tenses,  identify vocabulary words, rewrite verbs as participles, translate from French to English, finish the sentence with a participle, identify the reflexive verb pictured, etc...

 **Performance Assessment*** ‐  Narrate a story using the imperfect tense.
* ‐  Present the replica of a famous French crime investigator of your choice to the class. Briefly  discuss the investigator and what drew you to him/her. Talk about the inspector and why he was appealing to you.

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| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| -Using key words to determine whether you should use the PC or the Imperfect  | - Describe specific past events using the PC-Analyse your writing as to ascertain whether you should use the PC or the Imperfect | -Critique your partner’s writing, can you improve anything-Read short stories using these tenses and translate them.  |
| **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  - Grammar and Vocabulary Workbook  ‐  Textbook readings: Article about visualization, Déjeuner du Matin ‐  Description of important documents and checkpoints when traveling ‐  Excerpt from Georges Simenon’s Le Chien Jaune  ‐  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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