| ***French IV Unit 4: Les Arts***  ***January-February*** | | | | | |
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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 4 explores French art, music and film. Students will learn how to express likes and dislikes through the appreciation of different genres of music and artists and the irregular verb *se plaire*. Students will study French artists, actors, singers, and writers, as well as explore various entertainment guides. Students will develop their writing skills in this unit as they explore the interactions of the l’imparfait and the passé compose. They will additionally learn how to express the importance and unimportance by using the subjunctive mood of regular and irregular verbs. | | | | | |
| **Enduring Understandings:**  ‐  Successful communication is about knowing when, how and why to convey a message to different audience?  ‐  When I start thinking in French first instead of translating directly, I know I am improving in French.  ‐  The primary use of the subjunctive in French is to express obligation and necessity.  ‐  Communication skills are used to engage in conversation, interpret spoken and written materials from other cultures and present concepts in a language other than one’s own.  ‐  A good foundation of present tense conjugations will play an important role in subjunctive formation.  ‐  Languages are systems of grammar, vocabulary and syntax that can be acquired through perseverance, motivation and time.  ‐  Exact translations between languages are impossible; however, equivalent meanings can generally be found. | | | | | |
| **Essential Questions**:  ‐   How do I know that I am getting better in using French in real life situations?  ‐  Who are some famous French artists and what have they contributed to francophone culture?  ‐  What are some strategies to remember the expressions that introduce the subjunctive?  ‐  How can I find more information about various cultural activities offered in Paris and other cities?  ‐  How do I develop communicative  competence?  ‐  What is the primary use  of the subjunctive mood?  ‐  What role do previously learned concepts play in  forming the subjunctive?  ‐  How does my choice of  grammatical structure affect the effectiveness of my communication and comprehension?  ‐  What concepts and/or elements of grammar, syntax and vocabulary transfer from language to language? | | | | | |
| **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*** |
| 1. Express obligation and necessity using *il faut que* and the subjunctive.  2. Express wish and necessity using *vouloir que* and the subjunctive.  3. Conjugate the irregular verb *se plaire* to express what you like or dislike.  4. Write descriptively about past situations using the *passé composé* and *imparfait.*  5. Identify, ask about, and describe various francophone artists, singers, and writers.  6. Research and write about famous artists/titles in French Arts and Entertainment.  7. Role‐play French and American celebrities appreciating a piece of art.  8. Speak about what to do for fun and relaxation.  9. Express possibility and impossibility using the subjunctive.  10. Find and utilize information in an entertainment guide. | * ‐  Essay about a memorable event in their lifetime. * ‐  Journal entries about their artistic likes and dislikes, French movies they have seen. * ‐  Describe a concert they went to and what their impressions were. * ‐  Daily journal entries describing the days’ activities. * ‐  Descriptions about weekend activities. | | ‐ Chorale response with vocabulary words.  ‐ Listen to, read, and translate Conversation Culturelle in Bien Dit 3 Chapter 3.  ‐ Complete listening exercises in Bien Dit 3 Chapter 3.  ‐ Watch video clip of Daniel Auteuil (*Manon des Sources, Jean de Florette*).  ‐ Watch music videos of Céline Dion, Angélique Kidjo, and *Doctor Zhivago.*  ‐ Write short summaries of events in lives of French celebrities, using *passé composé* and *imparfait.*  ‐ Bring in an object from your childhood and tell the class about an event that it reminds you of.  ‐ Question and answer about whether you like certain songs/books/art using verb *se plaire.*  ‐ One group begins telling a story based on a picture using *imparfait*, story rotates and second group continues telling action of story using *passé composé*, rotate again and finish story.  ‐ Play Memory and anagram games with vocabulary on SMART Board.  ‐ Take notes from PowerPoint on subjunctive conjugations (regular and irregular verbs).  ‐ Listen to Céline Dion song “Pour que tu m’aimes encore” and fill in blanks of lyrics, find subjunctive examples, answer short comprehension questions about song, and watch music video.   ‐ Complete graphic organizer comparing use of subjunctive and indicative moods.  ‐ Interview your partner using expressions that require the subjunctive and record their answers to share.  ‐ With a partner, read *Pariscope* magazine and find important information about various events and shows.  ‐ Give a short oral presentation with information about your favorite movie, class guesses the movie.  ‐ Textbook exercises on Chapter 3. ‐ Read, translate, and summarize Aperçus Culturels sections Chapter 3.   ‐ Make a list of eight to ten artists or musicians and say and write what you like and dislike about them.  ‐ Four Corners activity: React to statements read by the teacher by going to the corner of the room that best matches your answer.   ‐ Dice game: practice subjunctive conjugations with a partner. Each number rolled represents a different subject pronoun.  ‐ Pair activity: Summer is coming! Work with a partner and imagine that you are both going to France for a month‐long program. Ask each other questions using the subjunctive such as *Qu’est‐ce qui’il faut que tu fasses avant de partir?* | | **Formative Assessment**   * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 3 and on worksheets * ‐  Quizzes – French celebrities, subjunctive, vocabulary in an entertainment guide * ‐  Test – open ended test on *passé composé* v. *imparfait* * ‐  Daily Warm‐up Exercises: ex; identify celebrity based on description, fill in the blank with *passé composé*  or *imparfait*, finish sentences with subjunctive, decide if subjunctive or indicative is needed, etc. * **Performance Assessment**   ‐  Write an essay about a memorable event in your lifetime.   * ‐  Do a show and tell presentation about an object and event from your childhood. * ‐  Research, write a short paper and do a presentation about the life of a famous francophone. * ‐  Describe your favorite movie to the class. * ‐  Interview a classmate about the type of art/music they like and create a dialogue based on each  of your preferences. * ‐  Pretend you are a poet/poetess and you present your new poem at a poetry reading. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| -The use of *il faut que + Subjunctive*  -Vouloir que + the Subjunctive  -Formation of the Subjunctive using regular verbs | | -The irregular verb vouloir  -Use of *il faut + infinitive* | | -The use of the Subjunctive: the conjunction must be used  -Grammar Tutor to reinforce the use of the Subjunctive | |
| **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 Characterization  ‐  Short summaries of French celebrities  ‐  *Pariscope* entertainment guide  ‐  Short book review  ‐  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. | | | | | |