French 2 - Unit 3 - L'amitié- Friendship

Unit Focus

What does it mean to be a friend? We know lots of people, but who are our friends? Using adjectives, pronominal verbs, a wide variety of tenses, direct and indirect objects, and vocabulary regarding friendship, we will describe a friend and tell stories of what a friend means to us. Students will pull from a wide variety of media: movies, songs, poems, and short stories regarding the meaning of friendship. This unit will include a "Tribute to a Friend" poetry night where students will recite a personal poem of friendship. Students will also view a series about French friends in Rouen, France.

Stage 1: Desired Results - Key Understandings

Standard(s)

World Readiness Standards for Learning Languages
World-Readiness Standards for Learning Languages (All)
C.1 COMMUNICATION - Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes
• C.1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings and opinions
• C.1.2 Interpretive Communication: Learner understand, interpret, and analyze what is heard, read, or viewed on a variety of topics
• C.1.3 Presentational Communication: Learners present information, concepts, and ideas to inform explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers
C.2 CULTURES - Interact with cultural competence and understanding
• C.2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
C.3 CONNECTIONS - Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations
• C.3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
C.4 COMPARISONS - Develop insight into the nature of language and culture in order to interact with cultural competence
• C.4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Transfer

Students will be able to independently use their learning to...
T1 Read, listen, or view text to comprehend information and identify what's important and/or personally meaningful.
T2 Compare and contrast cultures to make connections, recognize patterns, and/or develop generalizations.
T3 Produce clear and coherent statements through attention to detail (e.g., purpose, task, audience, appropriate vocabulary, sentence structure)
T4 Initiate communication on and respond effectively to a given topic based on interactions/exchanges.

Meaning

Understanding(s)

Students will understand that...
U1 Effective communicators make linguistic choices about how to deliver their message. (Presentational Communication)
U2 Effective readers/ listeners/ viewers examine the linguistic choices that the author/ speaker/ producer made that affect interpretation and comprehension. (Interpretive Communication)
U3 The examination of cultural products and practices creates opportunities to better understand and appreciate another culture and its people.
U4 Spontaneous and appropriate responses are vital to keep the discourse flowing around a common topic/goal. (Interpersonal)

Essential Question(s)

Students will keep considering...
Q1 What am I trying to say and how do I say it?
Q2 How do people react to what others say?
Q3 How do I define a good friendship?

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** Review/mixture of Present, imperfect, futur proche, and passé composé **K2** Agreement and position of all adjectives **K3** Questions in French: inversion, est-ce que, n'est-ce pas, intonation **K4** Expressions with *avoir* such as *avoir envie de, avoir le temps de, avoir peur de, avoir de la chance*, etc. **K5** Expressions of health & fitness - j'ai mal a, tu as l'air malade, ca va bien **K6** Expanded comparative structures: aussi..que; autant...que, etc. **K7** Friendship vocabulary (student generated) **K8** Pronominal verbs (reflexive/reciprocal)	*Students will be skilled at...* **S1** Talking about what makes a true friend. **S2** Using adjectives to describe a friend **S3** Creating dialogues and situations to demonstrate friendships **S4** Gathering information from poetry and music **S5** Writing poetry and presenting it to an audience. **S6** Using pronominal verbs in context