

French 2

Unit Overview (22-30 days)

Unit Title: *Culture Francophone Break*

Duration: *6 weeks (TCAP/ Spring*

Gr Level: *Level 2*

Quarter: *3-4*

Skills (students need to be able to do)

INTERPRETIVE MODE INTERPERSONAL MODE

(Spontaneous Person-to-

Person) PRESENTATIONAL MODE

Listening Reading Speaking And Writing Prepared Speaking Prepared Writing

I can...

understand video/ oral descriptions of a French region

understand ads, video clips and promotional informational about different environmental problems

understand and interpret song about the Francophone world I can...

identify the major French regions

read and culturally interpret a Francophone legend

read, interpret and analyze information about environmental issues/solutions and determine media bias I can...

describe a French region

persuade someone to visit a region

discuss environmental issues and solutions I can...

persuade others to visit a region

present an environmental issue I can...

create a promotional brochure for a region

create a multimedia presentation about an environmental issue and propose solutions

design an ad for the environment

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<p>Priority Standards / GLEs</p> <p>1. Communication in Languages Other Than English</p> <p>1.1. Interpersonal: Participate in basic conversations (written or oral) on a variety of familiar and predictable topics using isolated words and learned phrases</p> <p>1.2. Interpretive: Comprehend short exchanges (written or oral) that use learned vocabulary and grammatical structures on familiar topics</p> <p>1.3. Presentational: Present using learned and simple phrases or expressions (written or oral) on very familiar topics</p> <p>Supporting Standards / GLEs</p> <p>2. Knowledge of other cultures</p> <p>3. Connections with other disciplines</p> <p>4. Comparisons to develop insight into the nature of language and culture</p> <p>Enduring Understanding/Big Ideas (teacher-friendly):</p> <p>Knowing a second language and being familiar with its/their culture(s) is a valuable asset.</p> <p>Every culture has its own set of customs for social interaction.</p>	<p>Inquiry Question(s)/Essential Questions (student-friendly): <i>Inquiry questions specific to this unit</i></p> <ul style="list-style-type: none"> • What are the provinces (regions) of France? • What are the characteristics of each region? • How do I impact my environment and vice versa? • How can I better recycle? • What can I do to help the planet? • How have different cultures blended? • What can I learn about my country from the history of other countries? • How does storytelling reflect a culture?
Colorado Academic Standards Evidence Outcomes	
<p style="text-align: center;">Concepts (students need to know)</p> <p>present tense passé composé tense imperfect tense comparative/superlative si clauses-1 form direct/indirect object pronouns (in context) sequencing/transitions</p>	<p style="text-align: center;">DOK Levels / Bloom's Level Levels 1-4/Remembering, explaining, using information, distinguishing differences, evaluating a position, and creating a point of view.</p>
Student Learning & Evidence Outcomes / Unit Assessment Plan	
<p>Common Formative Pre-Assessment Task:</p> <ul style="list-style-type: none"> ○ Version A/B summative assessment ○ Questioning <p>Common Formative Assessment Tasks:</p> <p>Writing (Writing prompts , 5 minute timed writing w/edits)</p> <p>Speaking</p> <p>Listening (Audacity), listening from text</p> <p>Reading</p> <p>Observations & Conferences [Questioning (Bloom's, QAR), think-pair-share, believing-doubting;</p> <p>Self and Peer Assessment</p> <p>Common Formative / Summative Post-Assessment:</p> <ul style="list-style-type: none"> • Promotional poster for a region • Presentational speaking task: choose a problem, research details, analyze date and propose an original solution to an environmental issue • interpretive reading task: un conte francophone • Version A/B summative assessment: A common building assessment that examines the five disciplines of reading, writing, speaking, listening and culture as well as the vocabulary and structures of the unit • Audacity interviews (teacher choice) 	
Learning Centered Environment	

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Instructional Strategies:*Background knowledge:*

- Customs of target cultures as they relate to: families

Required Vocabulary (direct instruction, repeated opportunities for exposure)

- Geography terms
- Environmental terms
- Emotions
- time vocabulary (il y a, depuis, pendant)
- Review preferences and opinions

Grouping: (Total, Alone, Partner, Small group)

Differentiation**Strategies for Intervention:****Strategies for Enrichment:****Strategies for ELL Learners:****Materials and Resources****Required:****Recommended:****Recommended:**

- *D'Accord series (xxx)*
- *C'est à toi series (xxx)*
- *Discovering French series (xxx)*
- *Joie de lire 1*
- *Images 1*
- *Panorama 1*
- *Lisons comme ça*