



BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD
AND STUDENT ACHIEVEMENT IS THE RESULT

Department of World Languages FRENCH 2

Unit 1: Le style personnel (Personal Style) (*Entre Cultures 1 Unité 5*)

Vocabulary:

- Activities, weather, seasons (review of Level 1)
- Body parts
- Clothing & accessories
- Descriptions of clothing items (size, color, design, material)
- Expressing and asking for opinions

Structure:

- Irregular verbs: faire (review from Level 1), *aller* (review from Level 1), *mettre* (new - to put on)
- *Futur proche* (review from Level 1 - EC1 Unité 5 p. 264)
- Adjective agreement and placement

Unit 2: Les pirates français des Caraïbes

Vocabulary:

- Literary terms
- Cognates and vocabulary as related to plot of the novel

Structure:

- *passé composé*
- Transition and sequencing words

Unit 3: Les Tâches Ménagères *Entre Cultures 2 Unité 3*

Vocabulary:

- Chores and cleaning
- Rooms of the house (review from Level 1)

Structure:

- Irregular verbs: *faire*, *mettre* (review), *sortir*, *nettoyer* (y→i stem changing)
- Modal verbs: *vouloir* (to want), *pouvoir* (to be able to), *devoir* (to have to), *falloir* (to be necessary)

Unit 4: La Routine Quotidienne *Entre Cultures 2 Unité 5 / Entre Cultures 1 Unité 6*

Vocabulary:

- Daily routine
- Time (review from Level 1)
- Toiletry items
- Foods and meals

Structure:

- Reflexive verbs: present, passé composé, commands
- Irregular verbs: *prendre* (to have) and *boire* (to drink)
- Partitive

Course Pacing:

- Marking Period 1: Unit 1A/B Le Style Personnel Novice-High
- Marking Period 2: Unit 2A/B Les Pirates Français Intermediate-Low
- Marking Period 3: Unit 2C Les Pirates Français Intermediate-Low
Unit 3 Les corvées Intermediate-Low
- Marking Period 4: Unit 4A/B La routine quotidienne Intermediate-Low

Course Expectations and Skills:

1. Maintain an organized binder.
2. Apply vocabulary and structure to reading, writing, speaking, and listening comprehension assignments.
3. Develop and perform dialogues and oral presentations (both live and recorded).
4. Create a variety of unit-based projects including those which require the use of technology.
5. Demonstrate Intermediate Low Proficiency Level according to the 2015 standards set by the American Council on the Teaching of Foreign Languages (ACTFL).
6. Develop a cross-cultural awareness through exposure to cultural practices.

Resources:

Text Books: *Entre Cultures 1, 2*
Supplemental Materials: [Google Drive Folder of Resources](#)

Grading Scale:

<i>Category</i>	<i>Category Weight</i>
Classwork/Homework	30%
Minor Assessments	35%
Major Assessments *Two per marking period	35%

**Course Standards Key:
New Jersey Student Learning Standards (NJSL)
World Languages**

Language Target Level: Novice-High (Unit 1) and Intermediate-Low (Units 2-4) Level Learner:

- *Novice High:* Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- *Intermediate Low:* Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.

Communication Strands:

- 7.1.NH/IL.IPRET. = Interpretive Mode
- 7.1.NH/IL.IPERS. = Interpersonal Mode
- 7.1.NH/IL.PRSNT = Presentational Mode

Novice- High

- **Interpretive Mode:**

- 7.1.NH.IPRET.1: Identify familiar words and phrases in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.2: Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
- 7.1.NH.IPRET.3: Respond and act on a series of oral and written instructions, directions, and commands.
- 7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).
- 7.1.NH.IPRET.5: Identify some unique linguistic elements in the target culture.
- 7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).
- 7.1.NH.IPRET.7: Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.

- **Interpersonal Mode:**

- 7.1.NH.IPERS.1: Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
- 7.1.NH.IPERS.2: Ask and respond to questions on practiced topics and on information from other subjects.
- 7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.
- 7.1.NH.IPERS.4: Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
- 7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.

- **Presentational Mode:**

- 7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.

- 7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.
- 7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.
- 7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

Intermediate Low

- **Interpretive Mode:**

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target language.
- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.

- **Interpersonal Mode:**

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.

- **Presentational Mode:**

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 2 Unit 1

Le style personnel

Updated: Summer 2023

[New Jersey Student Learning Standards \(2020\)](#)

[French 2 Syllabus](#)

Unit Summary:

[Unit Overview:](#)

This unit is designed to encourage students to evaluate and express their personal style and compare and contrast their style with those in the French-speaking world. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about what influences fashion and style.

Enduring Understandings:

- Where a person lives influences their fashion style, sense, and choices.
- What you wear reflects your style and taste and can be an integral part of your identity.
- Fashion styles in the French-speaking world may be different than in the US.
- Shopping in boutiques/markets in the French-speaking world is different from shopping at a mall in the US.

Essential Questions:

- What is my style and what influences my style?
- How is shopping in the United States different than shopping in a French-speaking country?

Unit Learning Targets/ Goals/ Outcomes

[Performance Indicators](#) / ([ACTFL](#)):

- I can identify the topic and some isolated facts and elements from simple sentences in informational and short fictional texts.
- I can understand familiar questions and simple sentences in conversations.

<p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<ul style="list-style-type: none"> ● I can request and provide information by asking and answering practiced and some original questions on familiar and everyday topics, using simple sentences most of the time. ● I can interact with others to meet my basic needs related to routine everyday activities, using simple sentences and questions most of the time. ● I can express, ask about, and react to preferences, feelings or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. ● I can present personal information about my life and activities, familiar and everyday topics, using simple sentences most of the time. <p>I Can...</p> <ul style="list-style-type: none"> ● describe the weather and seasons ● explain what activities I like to do ● label different parts of the body ● describe what people are wearing ● tell someone what color or style I prefer ● present an outfit in detail ● give compliments about a clothing item or outfit ● give a negative comment about a clothing item or outfit ● say why I like a particular clothing item or outfit ● ask a friend their opinion about a clothing item or outfit ● tell where I like to go shopping ● explain my clothing choices in certain situations (activities, seasons, weather) ● compare and contrast what I wear with what other French speakers wear ● understand when people talk about their clothing preferences ● understand short texts and infographics about clothing and fashion
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2020</p> <p>Interpretive: 7.1.NH.IPRET.1, 7.1.NH.IPRET.4, 7.1.NH.IPRET.6</p> <p>Interpersonal: 7.1.NH.IPERS.1, 7.1.NH.IPERS.3</p> <p>Presentational: 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p><u>ACTFL Proficiency Benchmarks</u></p>	<p>Novice High</p> <p><u>Proficiency Benchmarks</u> (Ohio):</p> <ul style="list-style-type: none"> ● I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed.

	<ul style="list-style-type: none"> • I can communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions. • I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken, written or signed language. • In my own and other cultures I can identify products and practices to help me understand perspectives. • I can interact at a survival level in some familiar everyday contexts.
<p>Performance</p> <p>Assessments:</p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><i>*ACTFL Appendix D template useful for creating Interpretive activities.</i></p>	<p>Authentic Resource:</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read infographics and articles about style and clothing in the French-speaking world, and listen to audio of French speakers talking about what they like to wear <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about their clothing style and preferences <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Create a portfolio of outfits (first day of school, a wedding, and a weekend event) from French clothing websites (H&M FR, Zara FR, Galleries Lafayette, Naf Naf FR, MonoPrix FR) and describe (orally and in writing) what you are going to wear and why
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 1 Unité 5</i> p. 270-289)</p> <ul style="list-style-type: none"> • activities, weather, seasons (review of Level 1) • body parts • clothing & accessories • descriptions of clothing items (size, color, design, material) • expressing and asking for opinions <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • irregular verbs: <i>faire</i> (review from Level 1), <i>aller</i> (review from Level 1), <i>mettre</i> (new) • <i>futur proche</i> (review from Level 1 - EC1 Unité 5 p. 264) • adjective agreement and placement <ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, subject pronoun, verb, adjective, agreement, noun, feminine/masculine, gender

<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● Explore a French website and shop for an outfit for an event (Faisons des Achats Activity) ● Listen to a French speaker talk about clothes they bought (“haul” videos) ● Compare and contrast American and French clothing styles, shops, and fashion expectations ● Use flashcards to practice vocabulary (ex; Quizlet Live, Gimkit, Blooket) ● Watch videos on EdPuzzle and answer questions ● Read an advertisement and answer questions ● Study and analyze an infographic about French shopping habits ● Watch an authentic French speaking movie and discuss and answer questions ● Listen to weather report in French speaking country and answer questions ● BOOM Cards ● <i>Notre Monde</i> Reader 1: short stories, Coco Chanel intro p. 17-24 ● <i>Paris Je t’aime</i> Reader: Y comme Yves p. 54-55 ● <i>Notre Monde</i> Reader 2: short stories, articles p. 33-45 <p>Interpersonal:</p> <ul style="list-style-type: none"> ● Simulated conversations in pairs and groups about your personal style, what you like to wear to different events, and where you go shopping, what activities you do in different situations (weekend, vacation, w/ friends) (Warm-ups, recorded conversations, task cards, PollEv activities) ● Info gap describing what people are wearing ● Discuss and compare in groups what people are wearing ● “Text” a friend about what you are going to wear this weekend <p>Presentational:</p> <ul style="list-style-type: none"> ● Participate in a fashion show ● Use Padlet/FlipGrid to describe what you are wearing ● Describe and compare the outfits of two celebrities ● Write your friend a short note saying what you are going to wear this weekend ● Write to a friend who is visiting you about what they should pack for their stay with you <p>Structure:</p> <ul style="list-style-type: none"> ● Warm-ups and exit tickets conjugating verbs (review regular verbs, <i>faire, aller, mettre</i>) ● Mon cahier de vêtements grammar and vocabulary activities (Madame R)
<p><u>Instructional Strategies and Resources:</u></p>	<ul style="list-style-type: none"> ● Black Horse Pike Regional Accommodations and Modifications ● Provide students with guided notes ● Check frequently for understanding ● Post assignments, schedules, directions and reminders

<i>Possible modifications and accommodations</i>	<ul style="list-style-type: none"> ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring
Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA	<ul style="list-style-type: none"> ● Fine Arts – fashion design ● Math – prices, currency exchange (9.1.2.FI.1) ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Kahoot!, YouTube, AdobeSpark, Blooket, Boom Cards ● ELA - RH.9-10.1, RH.9-10.2, RH9.10-4 ● Career Ready Practices

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French 2

Unit 2

Les pirates français des Caraïbes

Updated: Summer 2023

[New Jersey Student Learning Standards \(2020\)](#)

[French 2 Syllabus](#)

Unit Summary:

Unit Overview:

In this unit, students will read "Les Pirates Français des Caraïbes" by Mira Canion. Throughout the unit, students will enhance their interpretive reading skills, acquire new vocabulary and gain insights into French and Francophone culture in the Caribbean. The unit will also focus on grammar concepts, such as the passé composé, enabling students to sharpen their language proficiency.

Enduring Understandings:

- French colonialism had a profound impact on people and cultures around the world.
- Mastery of past tense usage empowers learners to comprehend and express ideas more effectively in French, contributing to overall language proficiency.
- When reading a novel in French, the goal is understanding the main idea and some supporting details, not word for word translation.

Essential Questions:

- How are indigenous societies impacted and influenced by the culture of colonizers?
- How does understanding and use of the past tense enhance a learner's ability to comprehend and communicate in French?
- What are some strategies I can use to read and understand a novel in French?

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators / (ACTFL):</u></p> <ul style="list-style-type: none"> • I can identify the topic and some isolated facts and elements from simple sentences in informational and short fictional texts. • I can understand familiar questions and simple sentences in conversations. • I can express, ask about, and react to preferences, feelings or opinions on familiar topics, using simple sentences most of the time and asking questions to keep the conversation on topic. • I can present personal information about my life and activities, familiar and everyday topics, using simple sentences most of the time. <p>I Can...</p> <ul style="list-style-type: none"> • Talk about things that happened in the past • Ask and answer questions about things that happened in the past • Understand the main idea and supporting details of a written French text • Compare and contrast the personalities and motivations of characters in a novel • Summarize a chapter of a French novel (in French)
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u> <u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2020</p> <p>Interpretive: 7.1.NH.IPRET.1, 7.1.NH.IPRET.4, 7.1.NH.IPRET.6</p> <p>Interpersonal: 7.1.NH.IPERS.1, 7.1.NH.IPERS.3</p> <p>Presentational: 7.1.NH.PRSNT.1, 7.1.NH.PRSNT.3, 7.1.NH.PRSNT.5</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p><u>ACTFL Proficiency Benchmarks</u></p>	<p>Novice High</p> <p><u>Proficiency Benchmarks:</u></p> <ul style="list-style-type: none"> • I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases and simple sentences in texts that are spoken, written or signed. • I can communicate in spontaneous spoken, written or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences and questions. • I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases and simple sentences through spoken, written or signed language. • In my own and other cultures I can identify products and practices to help me understand perspectives. • I can interact at a survival level in some familiar everyday contexts.

<p><u>Performance</u></p> <p><u>Assessments:</u></p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p><u>*ACTFL Appendix D</u> <i>template useful for creating Interpretive activities.</i></p>	<p><u>Authentic Resource:</u></p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read short articles describing history of piracy in the Caribbean <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about their preferences of characters in the novel (NO MAJOR INTERPERSONAL ASSESSMENT THIS UNIT) <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Write a summary of the story and discuss your reactions to the novel/ Write a Captain's Log of what happened on a day to day basis on a pirate ship in the Caribbean in the late 1600s.
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2):</p> <ul style="list-style-type: none"> • literary terms • transition and sequencing words • vocabulary and cognates as related to each chapter <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • <i>passé composé w/ avoir</i> • irregular past participles • <i>passé composé w/ être</i> <ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, subject pronoun, verb, adjective agreement, noun, feminine/masculine, gender, past participle, helping/auxiliary verb, negation
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this</i></p>	<p>Resources Google Drive Folder</p> <p>Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Read about Atlantic Slave Trade • Read text and answer comprehension questions • Warm-up questions: Who is being described?, True/False, put the events in chronological order • Discuss consequences of characters' actions w/ evidence from text • Read and discuss short texts about historically significant places and people (ex; Veracruz, les Boucaniers)

<p><i>unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<ul style="list-style-type: none"> • Various activities based on the Comprehensible Input Method of language acquisition <p>Interpersonal:</p> <ul style="list-style-type: none"> • Simulated conversations in pairs and groups about travel preferences, your favorite and least favorite characters, what you think is going to happen (<i>Questions à discuter per chapter in packet</i>) • Ask and answer questions about what you did over the weekend • Find Someone Who passé composé activity <p>Presentational:</p> <ul style="list-style-type: none"> • Complete story map for each chapter • Comparison chart/ Venn diagram of main characters • Write about what you did over weekend/vacation <p>Structure:</p> <ul style="list-style-type: none"> • Madame R Passé Composé packet • Warm-ups and exit tickets conjugating verbs (regular past participles, irregular, negatives), comparing formation of present and past tenses, is the helping verb <i>avoir</i> or <i>être</i>, • Dice game conjugating verbs • Games: Gimkit, Quizizz, Blooket
<p>Instructional Strategies and Resources:</p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> • Black Horse Pike Regional Accommodations and Modifications • Provide students with guided notes • Check frequently for understanding • Post assignments, schedules, directions and reminders • Keep instructions and directions “chunked” • Supply a word bank and vocabulary lists • Simplify project rubrics • Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA</p>	<ul style="list-style-type: none"> • Geography - islands in the Caribbean • History - slave trade in the Caribbean • Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Kahoot!, YouTube, AdobeSpark, Blooket, Gimkit • ELA - RH.9-10.2, RH.9-10.3, WHST.9-10.2 • Career Ready Practices

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French 2

Unit 3

Les tâches ménagères

Updated: Summer 2023

[New Jersey Student Learning Standards \(2020\)](#)

[French 2 Syllabus](#)

Unit Summary:

Unit Overview:

This unit is designed to guide students' understanding of their roles and responsibilities around the house and in their family and community. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about how they can contribute to their household. Students will analyze and evaluate informational texts such as infographics, videos and personal stories as they consider real-world connections to negotiate with others to decide on household tasks and what items they will need to accomplish these tasks.

Enduring Understandings:

- Young people from other countries have various household responsibilities in their daily lives.
- Expectations and contributions of family members can vary.

Essential Questions:

- How do my personal responsibilities shape my daily life?
- How can family members work together to improve the quality of life for themselves and others?

Unit Learning Targets/ Goals/ Outcomes

What will students be able to do/communicate by the

Performance Indicators / (ACTFL):

- I can understand the main idea and key information in short straightforward informational, fictional texts and conversations.
- I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions.

<p><i>end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<ul style="list-style-type: none"> ● I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. ● I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. ● I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. ● I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language</u></p> <p>I Can...</p> <ul style="list-style-type: none"> ● identify the rooms of a house ● list the chores I have to do at home ● classify the chores I have to do in each room of the house ● describe who does various chores at home ● explain what I have to do, I want to do, and what I am able to do ● ask others about their responsibilities around the house ● compare and contrast my favorite and least favorite chores with others ● recognize the main idea and key information in texts about chores
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u></p> <p><u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2020</p> <p>Interpretive: 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.4</p> <p>Interpersonal: 7.1.IL.IPERS.2, 7.1.IL.IPERS.4, 7.1.IL.IPERS.5</p> <p>Presentational: 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p><u>ACTFL Proficiency Benchmarks</u></p>	<p>Performance Level: Intermediate Low</p> <p><u>Proficiency Benchmarks</u>:(Ohio)</p> <ul style="list-style-type: none"> ● I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. ● I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. ● I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. ● In my own and other cultures, I can make comparisons between products and practices to help me understand practices. ● I can interact at a functional level in some familiar contexts.

<p>Performance</p> <p>Assessments:</p> <p><i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>*ACTFL Appendix D <i>template useful for creating Interpretive activities.</i></p>	<p>Authentic Resource:</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read infographics and articles about chores and household responsibilities in the French-speaking world, and listen to audio of French speakers talking about what they have to do at home <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about who has to do various chores at home and where (*minor) <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Write a short paragraph about what chores you have to do in each room of the house, which chores you prefer, and why (*minor)
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 2 Unité 3</i> p. 134-136)</p> <ul style="list-style-type: none"> • rooms of the house (review from Level 1) • chores and cleaning <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • irregular verbs: <i>faire, mettre</i> (review), <i>sortir, vouloir, pouvoir, devoir, falloir</i> • modal verbs + infinitives • stem-changing y → i verb (<i>nettoyer</i>) <ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, subject pronoun, verb, modal verb, preposition, stem-changing
<p>Formative Practice and Assessments:</p> <p><i>How will I check for understanding and guide my instruction during this</i></p>	<p>Resources Google Drive Folder / Madame R Packet / TpT Purchases / Madame R Modal Verbs</p> <p>Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Vocabulary practice games: Quizlet Live, Blooket, Gimkit, flashcards. 3 Tries activity, Twins game • Read infographics and articles about chores and answer questions: ex; men v. women doing chores, things to do to prepare for a productive week, tips to have a clean house • Listen to video of kids talking about the chores they do at home and answer questions

<p><i>unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Interpersonal:</p> <ul style="list-style-type: none"> ● Survey/interview classmates on what chores they have to do at home and which chores they prefer ● Simulated conversations in pairs and groups about who does certain chores at your house ● Find Someone Who Activity ● Chores Guess Who Activity ● Respond to someone’s comment about what chores they like, agreeing or disagreeing with their opinion <p>Presentational:</p> <ul style="list-style-type: none"> ● Write about what chores you did or did not do over the weekend ● Use Padlet/Flip to describe what chores you do around the house ● Write a short paragraph describing who does what chores in your family <p>Structure:</p> <ul style="list-style-type: none"> ● Warm-ups and exit tickets conjugating verbs, translating sentences ● Dice game conjugating verbs ● Modal verb mad minutes ● Verb practice games: Gimkit, Quizizz, Boom Cards
<p>Instructional Strategies and Resources:</p> <p><i>Possible modifications and accommodations</i></p>	<ul style="list-style-type: none"> ● Black Horse Pike Regional Accommodations and Modifications ● Provide students with guided notes ● Check frequently for understanding ● Post assignments, schedules, directions and reminders ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring
<p>Interdisciplinary Connections: 2020 NJSLS-CLKS NJSLS-ELA Career & Life Readiness Life Literacies & Key Skills</p>	<ul style="list-style-type: none"> ● Math - bar graphs/diagrams comparing who does what chore around the house ● Technology – Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Quizalize, Kahoot!, YouTube, AdobeSpark ● Information and Media Literacy - 9.4.12.IML.2, 9.4.12.IML.8 ● Technology Literacy - 9.4.12.TL.1 ● ELA - RH.9-10.1, RH.9-10.2 ● Career Ready Practices

BLACK HORSE PIKE REGIONAL SCHOOL DISTRICT

WHERE INSPIRING EXCELLENCE IS OUR STANDARD AND STUDENT ACHIEVEMENT IS THE RESULT

French 2

Unit 4

La routine quotidienne

Updated: Summer 2023

[New Jersey Student Learning Standards \(2020\)](#)

[French 2 Syllabus](#)

Unit Summary:

Unit Overview:

This unit is designed to guide students' understanding of how to describe their day-to-day life and daily routine. Instructional design and discussion seeks to guide students in their consideration of multiple perspectives about daily routines and personal products used to get ready. Students will analyze and evaluate informational texts such as infographics, videos and personal stories as they consider real-world connections to compare and contrast their routines with those of their classmates, as well as those of French speakers around the world. They will additionally discuss what they prefer to eat for different meals, and investigate where French speakers go food shopping and what they eat for each meal.

Enduring Understandings:

- One's daily routine differs based on various occasions and time of year.
- How teenagers get ready for their day can vary by country.
- Where a person lives influences their food choices and shopping habits
- Food is an important aspect of every culture.

Essential Questions:

- How do daily routines in other French-speaking countries compare and contrast to mine?
- How is my schedule different depending upon the time of year?
- What foods do I like to eat and how does that compare to other French speakers?

<p><u>Unit Learning Targets/ Goals/ Outcomes</u></p> <p><i>What will students be able to do/communicate by the end of this unit, and in what context?</i></p> <p><i>Interpretive, Interpersonal and Presentational</i></p> <p><u>Can-Do Statements</u></p>	<p><u>Performance Indicators / (ACTFL):</u></p> <ul style="list-style-type: none"> • I can understand the main idea and key information in short straightforward informational, fictional texts and conversations. • I can exchange information in conversations on familiar topics and familiar situations and some researched topics, creating sentences and series of sentences and asking a variety of follow-up questions. • I can exchange preferences, feelings or opinions and provide basic advice on a variety of familiar topics, creating sentences and series of sentences and a variety of follow-up questions. • I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences. • I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences. • I can give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. <p><u>Bloom's and the World Language</u></p> <p>I Can...</p> <ul style="list-style-type: none"> • list the things I do to get ready in the morning • identify the items I use when I get ready in the morning or at night • describe what I do to get ready to go to bed at night • compare my routine during the week with my weekend routine • contrast my daily routine with someone else's routine • explain what others do to get ready • ask others about their daily routine • describe what I did this morning or last night to get prepared for the day or get ready for bed • tell others what to do or not to do • ask others what they did in the past • identify foods and beverages for each meal • describe what I eat for each meal and express my preferences
<p>Standards and Competencies:</p> <p><u>New Jersey Student Learning Standards</u></p> <p>Grade levels: <u>K-12</u></p> <p><u>6-12</u> <u>9-12</u></p>	<p>NJSLS 2020</p> <p>Interpretive: 7.1.IL.IPRET.1, 7.1.IL.IPRET.2, 7.1.IL.IPRET.5</p> <p>Interpersonal: 7.1.IL.IPERS.2, 7.1.IL.IPERS.3, 7.1.IL.IPERS.5</p> <p>Presentational: 7.1.IL.PRSNT.1, 7.1.IL.PRSNT.2, 7.1.IL.PRSNT.3</p>

<p>Proficiency Level of Tasks in This Unit:</p> <p>ACTFL Proficiency Benchmarks</p>	<p>Performance Level: Intermediate Low</p> <p>Proficiency Benchmarks (Ohio):</p> <ul style="list-style-type: none"> • I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written or signed. • I can participate in spontaneous spoken, written or signed conversations on familiar topics, creating sentences and series of sentences to ask and answer a variety of questions. • I can communicate information, make presentations and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written or signed language. • In my own and other cultures, I can make comparisons between products and practices to help me understand practices. • I can interact at a functional level in some familiar contexts.
<p>Performance Assessments: <i>End-of-unit assessment: interpretive*, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p> <p>*ACTFL Appendix D <i>template useful for creating Interpretive activities.</i></p>	<p>Authentic Resource:</p> <p>Interpretive Task Overview:</p> <ul style="list-style-type: none"> • Read infographics and articles about daily routines in the French-speaking world, and listen to audio of French speakers talking about what they do to get ready each day <p>Interpersonal Task Overview:</p> <ul style="list-style-type: none"> • In conversations with their teachers and each other, students will ask and answer questions about your daily routine, what you did today and/or yesterday, comparing your week and weekend routines <p>Presentational Task Overview:</p> <ul style="list-style-type: none"> • Create a video explaining your daily routine
<p>Language Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary (Tier 2): (<i>Entre Cultures 2 Unité 3 p. 134-136</i>)</p> <ul style="list-style-type: none"> • Daily routine • Time (review from Level 1) • Toiletry items • Foods and meals • Transition and sequencing words <p>Structures / Grammar (Tier 3):</p> <ul style="list-style-type: none"> • Irregular verbs: <i>prendre, boire</i> • Reflexive verbs: present, passé composé, commands • Partitive articles <ul style="list-style-type: none"> • Skills-based Tier 3 Vocabulary: interpretive, interpersonal, presentational

	<ul style="list-style-type: none"> • Grammar-based Tier 3 Vocabulary: infinitive, conjugate, regular verb, irregular verb, subject pronoun, verb, reflexive verb, imperative, partitive, article
<p><u>Formative Practice and Assessments:</u></p> <p><i>How will I check for understanding and guide my instruction during this unit, to ensure that students are progressing toward the learning outcomes for the unit?</i></p> <p><i>(activities, quizzes, bell ringers, games, exit tickets, etc.)</i></p>	<p>Resources Google Drive Folder / Madame R Reflexives Packet / Madame R Reflex Task Cards / Madame Shepard / Teacher's Discovery IPA Unit</p> <p>La Nourriture Teacher's Discovery Unit / Food Speaking / Madame R Foods</p> <p>Master Pacing Guide / Unit Plan</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • Vocabulary practice games: Quizlet Live, Blooket, Gimkit, flashcards, 3 Tries activity, Touche Mouche • Read infographics and articles about morning routine, advertisements for toiletry items, how to create a good morning and night routine • Watch morning routine video and answer questions • Listen to partner describe their routine and put pictures in order • Act out commands partner gives you with reflexive verb • Narrate Mr. Bean getting up late for the dentist and answer questions <p>Interpersonal:</p> <ul style="list-style-type: none"> • Simulated conversations in pairs and groups about daily routine: when you get up, how you get ready, compare with the weekend • Ask partner questions about their morning, what they did over the weekend • Partner interview: When do you do each activity during the day (matin, après-midi, soir) • Find Someone Who activity <p>Presentational:</p> <ul style="list-style-type: none"> • Reflexive Picture walk (write a sentence describing what is happening in the picture) • Clipboard relay race • Create a video describing your morning routine • After interviews, write a paragraph comparing your routine to someone else's <p>Structure:</p> <ul style="list-style-type: none"> • Warm-ups and exit tickets conjugating verbs, translating sentences, rewrite in the negative • Dice game conjugating verbs • Verb practice games: Gimkit, Quizizz, Task Cards • Madame R Reflexives Packet • Madame R Reflex Task Cards
<p><u>Instructional Strategies and Resources:</u></p>	<ul style="list-style-type: none"> • Black Horse Pike Regional Accommodations and Modifications • Provide students with guided notes • Check frequently for understanding • Post assignments, schedules, directions and reminders

<i>Possible modifications and accommodations</i>	<ul style="list-style-type: none"> ● Keep instructions and directions “chunked” ● Supply a word bank and vocabulary lists ● Simplify project rubrics ● Provide a checklist of expectations for self-monitoring
Interdisciplinary Connections: 2020 NJSL-CLKS NJSL-ELA Career & Life Readiness Life Literacies & Key Skills	<ul style="list-style-type: none"> ● Technology – Create a video, Quizlet.com, GoogleSlides/Docs, Padlet.com, Flipgrid.com, EdPuzzle, wordreference.com, Quizizz.com, Blooket, Gimkit, Kahoot!, YouTube, AdobeSpark ● ELA - RH.9-10.2, RH.9-10.9, WHST.9.10.5, WHST.9-10.10 ● Creativity and Innovation - 9.4.12.CI.1 ● Career Ready Practices