

French 2 / D'accord 1 / unit 6 : Les Fêtes



Unit Description:

In this unit 2 of 4. The unit will last 9 weeks. The students will explore francophone celebrations and parties. They will explore the different stages of life, and using the past tense in French with the verb AVOIR.

Essential Questions:

1. How do people talk about celebrating life events?
2. How do people talk about shopping and describe clothing?
3. How do people talk about events in the past?

<p>Proficiency Target-Interpersonal</p> <p>Intermediate Low</p>	<p>Proficiency Target-Speaking</p> <p>Intermediate Low</p>	<p>Proficiency Target-Listening</p> <p>Intermediate Low</p>	<p>Proficiency Target-Reading</p> <p>Intermediate Mid</p>	<p>Proficiency Target-Writing</p> <p>Intermediate Low</p>
<p><u>I Can Statements</u> I can exchange information with others about Bastille Day in France. I can discuss some characteristics of carnaval. I can discuss some details about Coco Chanel. I can exchange some information with others about fashion in France and where to buy clothes.</p>	<p><u>I Can Statements</u> I can talk about celebrations. I can describe stages of life and personal relationships. I can talk about events in the past. I can make it clear whether I'm referring to something near or far. I can talk about activities I do. I can present details from an interview about fashion in a written report, using chapter vocabulary and grammar. I can talk about the geography and some cultural highlights of Aquitaine, Midi-Pyrénées, and Languedoc-Roussillon. I can make sentences using pronouns that receive the action of a verb. I can talk about La Poste I can explain the message of a commercial prepared for French speakers. I can name several pieces of traditional clothing and fabrics in some Francophone regions. I can specify an object's color. I can specify a particular object. I can point out things.</p>	<p><u>I Can Statements</u> I can recognize phrases related to talking about the past. I can recognize words and expressions related to parties and celebrations. I can recognize word families to help guess the meaning of words in context. I can understand temporal cues to determine if events are in the past, present, or future. I can recognize some terms French speakers use to talk about fashion. I can recognize some expressions to describe clothing. I can recognize some phrases related to saying what I bought.</p>	<p><u>I Can Statements</u> I can recognize phrases related to talking about the past. I can recognize words and expressions related to parties and celebrations. I can recognize word families to help guess the meaning of words in context. I can understand temporal cues to determine if events are in the past, present, or future. I can recognize some terms French speakers use to talk about fashion. I can recognize some expressions to describe clothing. I can recognize some phrases related to saying what I bought.</p>	<p><u>I Can Statements</u> I can describe stages of life and personal relationships. I can make it clear whether I'm referring to something near or far. I can talk about activities I do. I can successfully prepare a script for an interview about fashion. I can talk about activities I do. I can make sentences using pronouns that receive the action of a verb. I can talk about La Poste, the Belgian postal service. I can explain the message of a commercial prepared for French speakers. I can talk about La Poste, the Belgian postal service. I can name several pieces of traditional clothing and fabrics in some Francophone regions. I can specify an object's color. I can specify a particular object. I can point out things. I can understand and use words related to clothes and shopping.</p>

Assessments:**Diagnostic:**

1. Essential questions
2. Pre-assessment
3. Class participation
4. Q&A
5. Digital components via online resources

Formative:

1. Essential questions
2. Pre-assessment
3. Class participation
4. Q&A
5. Digital components via online resources

Summative:

1. Unit Test
2. Performance-based assessment—
3. Speaking or Writing
4. Project

Standards to address in Unit:**Communication – Interpersonal Mode (IP)**

ML2.PS2.IP1: Students exchange spoken and written information in the target language such as; needs, preferences, feelings and emotions. As well as giving descriptions, instructions and responses and following instructions.

ML2.PS2.IP2: Students are able to initiate, participate in and close oral and written exchanges.

Communication – Interpretive Mode (INT)

ML2.PS3.INT1: Students are able to identify main ideas and essential details in reading and listening as well as comprehend and follow oral and written instructions.

Communication - Presentational Mode (P)

ML2.PS4.P1: Students are able to present information orally and in writing using familiar and newly-acquired vocabulary, phrases and patterns.

Cultural Perspectives, Practices, and Products (CU)

ML2.PS5.CU1: Students are able to identify target language culture patterns typically associated with various activities, such as eating, shopping, leisure and celebrations

Connections, Comparisons and Communities (CCC)

ML2.PS6.CCC1: Students will be able to compare and contrast traditions, such as holidays, foods and celebrations.

ML2.PS7.CCC2: Students will be able to give information and understand the impact of major current events on the target culture(s).

Know:	Understand:	Do:
Parties and celebrations vocabulary Open vs. closed vowels Carnival celebration Demonstrative Adjectives The passé composé with avoir Irregular past participles Clothing and color vocabulary Indirect object pronouns Regular and irregular RE verbs	How to form the past tense in French The importance of fashion in French culture The correct use and placement of demonstrative adjectives. The sound system of open and closed vowels in French. The correct use and placement of indirect object pronouns. The significance of Carnival and France’s Bastille Day.	Talk about events in the past. Accept research French fashion designers. Present a fashion show in French. Create an invitation to an event or celebration. Research a festival or celebration from a Francophone country.

Major Concepts: (Consider all 4/5 Cs)

Concept 1 Celebrations CULTURE	Concept 2 Life Events	Concept 3 Fashion & Shopping	Concept 4 Clothing	Concept 5 Colors
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<p>Essential Vocabulary:</p> <p>l'anniversaire bonne année félicitations Joyeuses Fêtes Santé ! Le carnaval Le Mardi gras Le Bonhomme de neige faire la fête fêter un cadeau un hôte/une hôtesse un(e) invité(e) un jour férié une surprise</p>	<p>Essential Vocabulary:</p> <p>L'adolescence L'âge adulte Un divorce L'enfance Une étape La jeunesse Un mariage La mort La naissance La vie Prendre sa retraite Tomber amoureux/-euse L'amitié L'amour Un rendez-vous Hier Déjà Encore beaucoup</p>	<p>Essential Vocabulary:</p> <p>Une chaîne Confortable Le grand magasin Une taille Des soldes Un vendeur Une vendeuse Bon marché Cher / chère Le look La mode Le style Coûter Ce n'est pas grave Zut Désolé/e</p>	<p>Essential Vocabulary:</p> <p>Des vêtements (m) Un blouson Une casquette Une ceinture Un chapeau (Des chapeaux (pl)) Des chaussettes (f) Des chaussures (f) Des baskets (f) Une chemise Un chemisier Un costume Une cravate Un jean Une jupe Des lunettes (de soleil) Un maillot de bain Un pantalon Un pull Une robe Un short Un tee-shirt Un tailleur porter</p>	<p>Essential Vocabulary:</p> <p>Blanc/he Bleu/e Gris/e Jaune Marron Noir/e Orange Rose Rouge Vert/e Violet/te</p>
<p>Essential Structure:</p> <p><u>Demonstrative adjectives</u> Ce / cet / cette / ces</p>	<p>Essential Structure:</p> <p><u>Passé composé with avoir</u> avoir + past participle</p> <p><u>Avoir conjugation :</u> J'ai nous avons Tu as vous avez Il/elle/on a ils/elles ont</p> <p><u>Negative passé composé</u> negative of avoir + past participle</p> <p><u>Negative of Avoir</u> Je n'ai pas Tu n'as pas Il/elle/on n'a pas nous n'avons pas vous n'avez pas ils/elles n'ont pas</p>	<p>Essential Structure:</p> <p><u>Indirect object pronouns</u> me nous te vous lui leur</p> <p><u>Disjunctive pronouns</u> Moi Toi Lui/elle Nous Vous Eux/elles (-même(s))</p> <p><u>Verbs using indirect object pronouns</u> Demander à Donner à Envoyer à</p>	<p>Essential Structure:</p>	<p>Essential Structure:</p> <p>De quelle couleur est...?</p>

	<p>Past participles <i>-er, -ir and -re</i>, plus some irregulars :</p> <p>Parler acheter Dormir essayer Faire jouer Répondre perdre Attendre entendre Avoir boire Etre comprendre Prendre mettre Produire permettre Traduire rire vendre</p>	<p>Montrer à Parler à Prêter à Téléphoner à</p>		
Text/Digital Resources	Text/Digital Resources	Text/Digital Resources	Text/Digital Resources	Text/Digital Resources
Artifact & Evidence:	Artifact & Evidence:	Artifact & Evidence:	Artifact & Evidence:	Artifact & Evidence: