

# **Madison Public Schools**

## **French II Curriculum**

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# Course Overview

## Description

French II is a continuation for students who have shown proficiency in French and successfully completed the entry-level French I course at the high school/middle school level. This course emphasizes the three modes of communication in French, and an appreciation for the cultures of the French-speaking (Francophone) population. World language study offers students state-wide, national, and international perspectives of their world. Priority is given to conversational skills along with the development of grammar and appreciation of culture, with more of an emphasis on advanced grammatical structures and a more intricate use of higher-order thinking situations.

This course is a prerequisite for French III. Demonstrated proficiency in the three modes of communication is required for advancement to French III.

## Goals

This course aims to:

- Continue to give students their first foray into both French and Francophone culture and language base as a continuation of the first year of study,
- Introduce students to a variety of different topics of discussion that will be intertwined with both the language and history of those from French and Francophone descent,
- Develop possible connections to future readiness, such as through monetary systems and cultural practices and etiquette,
- Review basic grammatical structures from the level one through thematic units of study, and introduce more complex structures, designed to further challenge students with an increased usage of the target language within real-life contexts and settings

## Materials

**Core:** Theisen, Tori, et. al. *T'es branché ? 1* EMC Publishing, 2019.

**Supplemental:** Stillman, David M., and Ronni L. Gordon. *The Ultimate French Review and Practice: Mastering French Grammar for Confident Communication*. Lincolnwood, IL: Passport, 1999.

Oral Software (e.g., Audacity, Podcasting, etc.); Skype; Video Recording; RFI (Radio France Internationale)  
Online platforms for students (e.g., Google Classroom, Jamboard, Voicethread)

## Resources

[Suggested Activities and Resources Page - French II](#)

## Benchmark Assessments

Benchmark assessments are given at the end of each unit and focus on grammatical and syntax-related tasks with a large emphasis on French and Francophone culture. Any assessment may include multiple-choice questions alongside higher order thinking questions, namely interpersonal writing- and presentational speaking-type questions. Students will be assessed solely in the target language during this level two course while utilizing recycling of terms and circumlocution to increase their oral and written competencies.

## [Modifications and Adaptations for Special Needs Learners](#)

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

## Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	<p style="text-align: center;">À la maison (+ Reprise)</p> <p><i>General review of major unit topics from level one (inclusive of present-tense indicative, imperative, partitive), ordinal numbers, comparative adjectives, housing in France and le Maghreb, French and Francophone youth with technology</i></p>	9
2	<p style="text-align: center;">À Paris</p> <p><i>Discussion of Paris and its sites, utilizing faire alongside weather and sport activities, le passé composé with avoir and être, regular and irregular past participles, sequencing past events and creating specification with adverbial phrases</i></p>	9
3	<p style="text-align: center;">En forme</p> <p><i>Discussion and comparison of French and Rwandan health insurance and health care systems, French green movement, expressing need and necessity through the present tense indicative of falloir, plurals and des and de, how to persuade someone to do something</i></p>	10
4	<p style="text-align: center;">Les grandes vacances</p> <p><i>Background on Québec and Montréal, discussion of Switzerland and the Red Cross, superlatives, prepositions + countries, régions et départements en France, supplemental negation clauses</i></p>	8

Unit 1 Overview	
<b>Unit Title:</b> À la maison (+ Reprise)	
<b>Unit Summary:</b> As the first unit of the continued text series within the French II course, students will have an opportunity to review all major grammar and cultural points from the level 1 course. They will then be introduced to the French home and discuss how the French live as compared to general American living. Students will have a better understanding of Francophone homes within the countries of Morocco, Algeria, and southern France and see how some traditional values and traditions are reflected in their housing. Students will also be able to describe what is inside of their home using the imperative mood and irregular verbs in the present tense.	
<b>Suggested Pacing:</b> 22 lessons	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do I talk about my house and what's inside of it?</li> <li>• What makes a house a "home" in different countries around the world?</li> <li>• How can certain rooms in a home be described with irregular verbs like <i>devoir</i>, <i>mettre</i>, and <i>pouvoir</i>?</li> <li>• How can talking about the technology movement with young people in other Francophone nations better help me understand myself?</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Three out of four French people have a garden or terrace.</li> <li>• The French setup of a bathroom almost always includes a W.C. specifically for a toilet in a separate room from the rest of it.</li> <li>• Two out of three young French people continue today to live with their parents after the age of 20 despite being "financially independent."</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, including, but not limited to, the following: <ul style="list-style-type: none"> <li>• Listening exercises</li> <li>• Assorted reading, speaking, and writing prompts</li> <li>• Real-life context dialogues</li> <li>• Probing questions</li> <li>• Contemporary Francophone music videos introduced alongside relevant vocabulary</li> <li>• Round robin speaking (throwing and catching of an inflatable ball to discuss what household items can be found at students' homes)</li> <li>• Interpretive viewing; Students will use forms of <i>pouvoir</i> to say what they can and cannot purchase with the money that they have</li> </ul>	
<b>Summative Assessments:</b> A variety of summative assessments will be used throughout the lesson, including, but not limited to, the following: <ul style="list-style-type: none"> <li>• Unit exams (inclusive of unit vocabulary, grammatical concepts, and oral component)</li> <li>• Bedroom assignment (assessment on vocabulary and syntax within descriptions)</li> <li>• <i>Le Maghreb / La France</i> comparison of living quarters (assessment based on readings and videos in-class and at home)</li> </ul>	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
<p>Give a tour of their home and ask where someone lives</p> <p>Give directions in the kitchen to make certain dishes using the imperative</p>	<p>How to describe what is in their home and what is located where.</p> <p>How to use the imperative to give instructions while making food in the kitchen.</p>	<p>Interpersonal writing: Students will create a diagram of their bedroom and all relevant vocabulary while using simple, present tense verbs in the target language to label and discuss where things belong.</p> <p>Presentation speaking: Students will create a mini-skirt and tell someone else what household items in the kitchen to use in order to make a dish.</p>	<p>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.</p> <p>7.1.NH.PRSNT.3: Describe orally and in writing people and things from the home and school environment.</p> <p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p>
<p>Talk about housing in France and in <i>Le Maghreb</i> and share facts about Algeria</p> <p>Discuss how people live in Marseille and Provence</p>	<p>How homes in Morocco retain the traditional values of their culture within their physical structure and architecture.</p> <p>The differences of living in southern France as compared to Paris.</p>	<p>Students will compare and contrast specific home advertisements in Morocco and in the United States and discuss this using a cultural comparison.</p> <p>Interpretive reading, Presentation speaking: Students will read all about Provence in a Jigsaw activity and become “experts” on their particular area. They will then share their findings and be able to discuss these openly with the class in their new groups.</p>	<p>7.1.NH.IPRET.4: Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.IPRET.6: Interpret some common cultural practices associated with the target culture(s).</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p>Use ordinal numbers</p>	<p>How to utilize ordinal numbers in context while describing races, competitions, and floors of an apartment building.</p>	<p>Interpersonal writing: Students will watch a video, and then put together a timeline of events of a Frenchwoman’s shopping trip at <i>Monoprix</i> while using ordinal numbers to describe when she did something in the store.</p>	<p>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.</p>
<p>Use the verbs <i>devoir</i> and <i>mettre</i> in the present tense and make comparisons with adjectives in context</p> <p>Use the verb <i>pouvoir</i> in the present tense</p>	<p>How to use these irregular verbs in context while describing what to purchase, where to put a particular piece of furniture, and/or what they should or should not do.</p>	<p>Interpretive writing: Students will be able to listen to a <i>recette provençale</i> and put together a list of ingredients and how each should be prepared and where they should be placed while using the verbs <i>devoir</i>, <i>mettre</i>, and <i>pouvoir</i>.</p>	<p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p>Talk about computers and express that they do not understand something</p> <p>Talk about technology that young French people use, the province of New Brunswick in Canada</p>	<p>How to describe technology and when to ask someone for help if a technological problem arises with their electronic equipment.</p> <p>An introduction on New Brunswick, Canada and their role in <i>La Francophonie</i>. In addition, students will know how young people use technology compared to the average American young person.</p>	<p>Interpersonal speaking: Students will work with a partner to ask questions about a particular issue with their computer, smartphone, or tablet in the target language while giving commands in the imperative to figure it out.</p> <p>Interpretive reading: Students will read about New Brunswick, Canada and be presented information via charts on percentages of young people who own specific kinds of technology. Then, students will compare and contrast with their own source cultures.</p>	<p><b>8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.</b></p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>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.</p>

Unit 2 Overview	
<b>Unit Title:</b> À Paris	
<b>Unit Summary:</b> This unit of study gives students the opportunity to learn all about the French capital of Paris while introducing the <i>passé composé</i> in context under both regular and irregular circumstances. Students will discover many different facets about Parisian life that are woven into the fabric of its culture, such as cuisine, historic landmarks, and its <i>métro</i> system which rivals that of many major cities around the globe. In addition, this unit demonstrates to students how to extend an invitation to someone else while out, and other ways to either accept or reject invitations between friends while still building on lessons utilizing the verb <i>faire</i> in expressions, which are imperative to basic French communication.	
<b>Suggested Pacing:</b> 24 lessons	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do I talk about multiple events in the past?</li> <li>• How do major world cities, such as Paris, tell their stories?</li> <li>• How do I extend invitations and either accept or reject invitations?</li> <li>• How can I talk about weather, the sports, and other activities while using <i>faire</i>?</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Paris has more than a storied history; it is its own unique way in which it tells its story through cultural nuances that give it meaning.</li> <li>• Many capital cities are modeled after one another, as Port-au-Prince is considered Haïti's own Paris.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, including, but not limited to, the following: <ul style="list-style-type: none"> <li>• Listening exercises</li> <li>• Assorted reading, speaking, and writing prompts</li> <li>• Real-life context dialogues</li> <li>• Probing questions</li> <li>• Contemporary Francophone music videos introduced alongside relevant vocabulary</li> <li>• Parisian map speaking game</li> <li>• Paris Monument Quiz</li> </ul>	
<b>Summative Assessments:</b> A variety of summative assessments will be used throughout the lesson, including, but not limited to, the following: <ul style="list-style-type: none"> <li>• Unit exams (inclusive of unit vocabulary, grammatical concepts, and oral component)</li> <li>• Imperative assignment (Paris <i>métro</i> map directions)</li> <li>• Etiquette quiz (Parisian societal customs taking place in public places)</li> </ul>	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
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Extend an invitation and accept or refuse an invitation	How to join friends in an outing, extend the invite, or turn it down while being polite within the confines of Parisian culture.	Presentation speaking: Students will take part in a dialogue in which they will have to make a decision to accept or reject an invitation. This will be done utilizing verb expressions with <i>avoir</i> in the present tense alongside the present progressive with <i>aller</i> .	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.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.
Discuss Paris sites; discuss famous pastries and chefs; and talk about Port-au-Prince, the capital of Haïti	The importance of Parisian landmarks and specific information on several monuments.  General facts about French cuisine and what it takes to become a chef in Paris.  The cultural implications that Port-au-Prince has marked upon the Francophone world while comparing it to what they know about Paris.	Interpretive viewing, Interpretive writing: Students will watch a video on monuments such as <i>la Tour Eiffel</i> , <i>l'Arc de triomphe</i> , and <i>les catacombes</i> . Then, students will complete an online scavenger hunt to learn more about these fascinating places.  Presentational writing: Students will read stories about how famous Parisian chefs came to be and then, create a blog for aspiring chefs by using the imperative and telling people what they should and should not do.  Students will travel back in time in support of Haitian independence from the French. They will then give reasons as to why it was important for Haïti to have done so, with futuristic predictions of how it would need to compete with Paris from the 21st century.	<b>6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</b>  7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.  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.
Use the verb <i>faire</i> when describing the weather, sports, and other activities; and learn how to say “I’m hot” and “I’m cold”	How to use verbal expressions showing and/or expressing need and how to use <i>faire</i> in context conversationally.	Interpersonal speaking, Presentational speaking: Students will create mini-conversations with vocabulary from this subunit without writing anything down. This will serve as real-life context usage of the target language in a specific situation where they will need to discuss the weather, a sporting event, or a personal need.	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.
Excuse oneself and talk about past events  Describe events completed in the past, including those using verbs that take irregular past participles; and use irregular adjectives  Sequence events in the past	How to put things in the past tense using the <i>passé composé</i> using both <i>être</i> and <i>avoir</i> as auxiliary verbs.  How to show which events happened before others on a timeline of sequenced events.	Presentation writing: Students will write a timeline of events of an imaginary trip that they took to Paris including which monuments they saw, which shows they were invited to with friends, and what they ate. They will show what they did and when, while demonstrating their knowledge of regular and irregular past participles and auxiliary verbs.  Interpersonal speaking: Students will speak with classmates using the turn-and-talk strategy to discuss what they did during one recent weekend. They will be able to recount these stories and ask	7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.  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.

		questions utilizing <i>être</i> and <i>avoir</i> in the <i>passé composé</i> .	
<p>Discuss <i>le jardin des Tuileries</i> and the <i>métro</i></p> <p>Discuss three famous Paris monuments</p>	<p>The history of the <i>jardin des Tuileries</i> and how the <i>métro</i> works to see many famous monuments within the city limits of Paris.</p>	<p>Interpretive viewing, Interpersonal writing: Students will create different ways to reach specific monuments via the <i>métro</i> map. Students will work together in groups in order to use commands to travel from one place to another.</p>	<p>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.</p> <p>7.1.NH.PRSNT.1: Recombine basic information at the phrase and sentence level related to everyday topics and themes.</p>
<p>Describe past events and specify them with adverbs</p> <p>Master the forms of <i>être</i> and <i>avoir</i> in the present tense in order to help better serve as the auxiliary verbs used in the <i>passé composé</i></p>	<p>How to be more descriptive in the past tense while showing how they did something utilizing adverbs, all still while mastering <i>être</i> and <i>avoir</i> in the present tense to serve as auxiliary verbs.</p>	<p>Interpretive reading, Interpersonal speaking: Students will describe more accurately what a character from the famous <i>Tin-tin</i> comic books did in a reading that they will complete individually. They will then use adverbs in context to specify how this character completed these actions in the past.</p>	<p>7.1.NH.IPERS.5: Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>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.</p>



Unit 3 Overview	
<b>Unit Title:</b> En forme	
<b>Unit Summary:</b> This unit provides the basics for showing how the French along with Francophone nations take care of their bodies. Students will be introduced to a variety of ways in which to show need or necessity via <i>falloir</i> in the present tense. In addition, students will learn how to ask for advice and to give it, particularly in a medical setting, such as at a doctor's office or dentist's office. There will be an emphasis on presenting campaigns by governments in order to get their citizens in shape, and ways in which the health care systems in France and Francophone countries work and what makes them tick.	
<b>Suggested Pacing:</b> 28 lessons	
Learning Targets	
<b>Unit Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do I talk about things that I need?</li> <li>• How does the healthcare system in France work?</li> <li>• How can I ask for and give advice?</li> <li>• How do the French stay in-shape?</li> </ul>	
<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Because of significant changes in French diet over the past 30 years, France is seeing a doubling of cases of Type 1 diabetes.</li> <li>• Government-subsidized programs to help people stay active are present throughout the Francophone world.</li> <li>• Expressing a need in French does not have to only come from using <i>avoir</i> as a helping verb within a verb phrase.</li> </ul>	
Evidence of Learning	
<b>Formative Assessments:</b> A variety of formative assessments will be used throughout the lesson, including, but not limited to, the following: <ul style="list-style-type: none"> <li>• Listening exercises</li> <li>• Assorted reading, speaking, and writing prompts</li> <li>• Real-life context dialogues</li> <li>• Probing questions</li> <li>• Contemporary Francophone music videos introduced alongside relevant vocabulary</li> <li>• Scavenger hunt for best medical practitioner in particular French regions / Francophone countries</li> <li>• Jigsaw reading on climate change</li> </ul>	
<b>Summative Assessments:</b> A variety of summative assessments will be used throughout the lesson, including, but not limited to, the following: <ul style="list-style-type: none"> <li>• Unit exams (inclusive of unit vocabulary, grammatical concepts, and oral component)</li> <li>• Climate change debate (utilizing correct grammar and vocabulary)</li> <li>• <i>Les malade au Rwanda</i> Q&amp;A</li> </ul>	
<b>Alternative Assessments:</b> Presentational mode: Students will have the opportunity to take surveys from people in their classes regarding the climate change debate and present their findings as opposed to a series of rapid questions and answers for this unit summative assessment.	

<b>Objectives</b> (Students will be able to...)	<b>Key Concepts</b> (Students will know...)	<b>Suggested Assessments</b>	<b>Standards (NJSLs)</b>
Express need and necessity  Use the present tense form of the verb <i>falloir</i> in order to show need	How to tell someone something that the need using the more convenient and formal expression <i>Il faut</i> .	Presentational writing, Presentational speaking: Students will create a comicstrip of six frames via <a href="http://www.pixton.com">www.pixton.com</a> and show what they need to do on the regular to stay healthy using the present tense of <i>falloir</i> .	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.
Ask for and give advice  Give commands  Persuade someone and respond to persuasion	How to take control of a conversation by using commands, persuading someone to do something, and giving and taking advice.	Interpersonal speaking: Students partner up with a classmate to try and persuade the other to do specific activities or actions to improve their health in real time utilizing the imperative and the expression <i>Il faut</i> .	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.
Talk about France's national medical insurance, a government campaign to get people in shape, and thermal spas  Talk about the Green movement in France, and a popular bike rental program in Paris	How the French healthcare system works and what insurances normally cover to aid French citizens with medical expenses.  How the French government subsidizes specific programs to help keep people fit.	Interpersonal writing: Students will work in groups to compile more research on the French health care system and compare it to that of the American system. They will then use the target language to show what one country should do more or less in order to improve their systems.  Presentational speaking: Students will research a French town/city of their choice. They will then create their own health care program subsidized by the French government in a small French town in order to promote health and fitness.	<b>2.1.12.PGD.1: Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.</b>  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.  7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.
Talk about Rwanda, its home health care system, and the people who provide it  Discuss Francophone health care systems through a general scope	The importance of streamlining health care for all Francophone citizens and making it available to them regardless of their income status or country's GDP.	Interpersonal writing: Students will write a letter to <i>L'Organisation Internationale de la Francophonie</i> attempting to persuade them to do and not to do specific actions in order to achieve a better quality of health care to its citizens.	<b>2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.</b>  7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.  <b>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</b>
Use infinitives after some conjugated verbs  When to use <i>des</i> or <i>de</i> with plural nouns modified by adjectives	How to better construct sentences with irregular forms while discussing climate change and ideas to combat it.	Presentational writing, Presentational speaking: Students will create a public service announcement via video to show what climate change is doing to our planet and how to stop it with irregular forms of verbs and the prepositions of <i>de</i>	<b>8.2.12.ED.4: Design a product or system that addresses a global problem and document decisions made based on research, constraints, trade-offs, and aesthetic and ethical considerations and share this information with an appropriate audience.</b>

		and <i>des</i> depending on the adjectives that modify certain nouns. Then, students will conduct a mini-debate in class showing who they agree with more and why.	<p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</b></p>
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## Unit 4 Overview

**Unit Title:** Les grandes vacances

### Unit Summary:

This final unit in French II discusses the importance of world travel. Students will be exploring forays into different Francophone nations, such as Canada and Switzerland, while being introduced to a more detailed study of French administrative regions and departments. Grammatical aspects of text will be introduced as students will discover how to express going to a specific country from a different place while using correct prepositional phrases. Students will also be able to give superlatives while comparing one place over another with someone else in a conversation and on paper. The final capstone of the course will entail a French administrative region project in which students will discuss the importance of one new region. It will also give context into how this region may have endured an identity crisis while giving students the opportunity to compare and contrast this new region's culture to their source culture.

**Suggested Pacing:** 24 lessons

## Learning Targets

### Unit Essential Questions:

- How can I relate to the new French administrative regions?
- How do I communicate to which countries I will be traveling?
- How do I say that people and things are the best, prettiest, oldest, etc.?
- How can I remind people where things are located, what to do, and to wish them a good trip?

### Unit Enduring Understandings:

- French citizens and visitors to the country take up to 80 million train trips per year.
- French administrative regions and departments changed within the past 5 years, introducing an identity crisis among millions of French citizens not knowing to which "state" they belong.
- Travel experiences shape the way in which we view the world.

## Evidence of Learning

**Formative Assessments:** A variety of formative assessments will be used throughout the lesson, including, but not limited to, the following:

- Listening exercises
- Assorted reading, speaking, and writing prompts
- Real-life context dialogues
- Probing questions
- Contemporary Francophone music videos introduced alongside relevant vocabulary
- International Red Cross videos and Jigsaw readings
- Scavenger hunt for best vacation destinations

**Summative Assessments:** A variety of summative assessments will be used throughout the lesson, including, but not limited to, the following:

- Unit exams (inclusive of unit vocabulary, grammatical concepts, and oral component)
- Airport skit (utilizing correct grammar and vocabulary)
- Final cumulative project consisting of research on a new French administrative region

**Alternative Assessments:** Presentational mode: Students will have the opportunity to create their own digital brochure as opposed to a series of advertisements for their final project in order to serve as a capstone to their French II study.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
<p>Say where places are located while utilizing prepositions before cities, countries, and continents</p> <p>Talk about specific Francophone destinations (e.g., Québec, Montréal, Genève, etc.) while comparing them to what they know about France</p>	<p>How to express going to a different Francophone country in the target language while knowing how to relate them back to France.</p>	<p>Interpersonal writing: Working in groups, students will complete a scavenger hunt online researching the best Francophone destinations they can find while utilizing correct prepositional phrases with which to refer back to said places, dependent on gender.</p>	<p>7.1.NH.IPERS.3: Make requests and express preferences in classroom settings and in various social situations.</p> <p>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.</p>
<p>Talk about French <i>départements</i>, <i>régions</i>, and <i>châteaux</i> within <i>l'hexagone</i></p> <p>Discuss both the positive and negative implications that these region changes have had on the French in terms of their identity</p>	<p>All there is to know about France and its new regions and departments alongside old and rich histories. They will also recognize the struggle of certain French citizens who have been told that their region name is now changed, giving way to identity questions and self-quest within <i>l'hexagone</i>.</p>	<p>Presentational writing, Presentational speaking: Students will complete a final cumulative project that will encompass most grammar points mentioned during this level-two course. They will research a new French administrative region, discussing its history and culture, and then talk about how this region could be questioning its own identity via a series of advertisements selling the region at their local <i>Office de tourisme</i>. Students will be implored to make personal connections with this project, putting themselves in a similar situation if their home state and other states were combined to form a new state.</p>	<p>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.</p> <p>7.1.NH.PRSNT.5: When speaking and writing, use simple sentences and try to connect them with a few transition words.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>
<p>Utilize more negation clauses in context</p> <p>Give directions to and from a specific place both in the affirmative and negative imperative</p>	<p>How to give a better sense of not being able to go to a new place and/or not wanting to do so.</p>	<p>Interpersonal speaking: Students will complete a real-time dialogue in which they will question a classmate using both affirmative and negative expressions to specific Francophone cities in both the present and past tense.</p>	<p>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.</p>
<p>Talk about Switzerland and its role in the Francophone community</p> <p>Discuss <i>La Croix Rouge Internationale</i> and its influence on the world</p>	<p>The critical role of the Swiss government and what it has done in international programs, such as the International Red Cross and human rights interventionists.</p>	<p>Presentational speaking: Students will record a conversation with a classmate, pretending to be someone inquiring about the International Red Cross and how they can both help and/or join the movement. Students must utilize commands and give advice in this speaking activity.</p>	<p><b>9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.</b></p> <p>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.</p>
<p>Introduce superlatives into their work</p> <p>Demonstrate the ability to use comparisons in a much more detailed light and increase their oral and written competencies describing people and places</p>	<p>How to use superlative adjectives to talk about someone or themselves while retaining the importance of BANGS adjectives and their placement in the sentence compared to all other adjectives.</p>	<p>Interpersonal writing, interpretive reading: Students will complete a picture sequence assessment, giving details about superlative adjectives in a series of photos about students in a school giving a tour of the building to incoming students.</p>	<p>7.1.NH.PRSNT.2: Create and present brief messages using familiar vocabulary orally or in writing.</p> <p>7.1.NH.PRSNT.4: Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>