

Unit 4: Ma famille et moi

Content Area: **World Language**
Course(s): **French I**
Time Period: **December**
Length: **5 weeks**
Status: **Published**

Unit Overview:

Students will describe the physical and personality traits of themselves and their family members, conjugate the irregular verbs avoir (to have) and etre (to be) in the present tense, use possessive adjectives, and ask and respond to questions about family.

Essential Questions:

- What strategies can I use to communicate more effectively?
- How can I better understand what I hear and read when I have just begun learning a new language?
- How do I make myself clearly understood when speaking and writing in the target language?
- How do phrase and sentence formations facilitate language formation?
- How can I enhance connections with people through languages?
- How can I start, carry on, and end a conversation more effectively?

Enduring Understandings:

- Language is a multi-faceted, multi-layered system of communication.
- Speaking, listening, reading and writing skills are developed by using the interpersonal, interpretative and presentational modes of communication.
- Bilingualism is a necessary component of communication in a global economy.
- It's necessary to use appropriate vocabulary, correct language structure, and patterns to communicate effectively in another language.

Standards/Indicators/Student Learning Objectives (SLOs):

- Identify cultural products and practices of France and la Francophonie.
- State family members.
- Describe oneself and others.
- Form adjectives correctly based on gender and number.
- Use possessive adjective correctly.
- Conjugate the irregular verbs avoir and etre in the present tense.
- Ask and respond to questions about self and family.
- Skim and scan target language culturally authentic audio, video, or written text from electronic

information sources and other sources to identify descriptions of others.

- Imitate and incorporate appropriate intonation for asking different types of questions.

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Lesson Titles:

- Descriptive Adjectives
- Describe a Celebrity Project
- Avoir and Etre Conjugations
- Family
- Possessive Adjectives
- Definite Articles
- Describing My Family Skit (Speaking Performance)
- Verb Review (regular verbs, avoir etre)

Career Readiness, Life Literacies, & Key Skills:

- Global perspectives
- Communication and Collaboration

WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

Inter-Disciplinary Connections:

- ELA: Language and Reading
- Sociology

LA.RL.1.1	Ask and answer questions about key details in a text.
LA.RL.1.10	With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.
LA.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
LA.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
LA.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
LA.W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
LA.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
LA.SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
LA.SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.

Equity Considerations

Amistad Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Rwandan genocide (through the lens of the music artist Stromae lost his father to Rwandan genocide in his youth)

Materials Used:

<https://www.britannica.com/event/Rwanda-genocide-of-1994>

https://docs.google.com/presentation/d/1XnCv3F5RCMLAF6hAw6XsjM_2J32ODPLMuROaXqRZ-9c/edit?fbclid=IwAR0OH4DxNE2GDy_G_ffN4lb4mzKLRHkElbJM3GNSITehqE_8DJyun9MUYQA#slide=id.g32c10d7ca6_0_42

https://www.youtube.com/watch?v=oiKj0Z_Xnjc

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Climate Change

N/A

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Unit test that includes listening, reading, writing and speaking sections
- Listening comprehension assessment
- Interpersonal speaking assessment

- Chapter Test (vocabulary and grammar)-Interpretative, Presentational
- Email Response-Interpretative, Presentational
- Listening and Reading comprehension questions-Interpretative
- Project/Presentation on Vocabulary/Grammar topic-Presentational
- Simulated Conversation-Interpersonal

Benchmark

- Unit test that includes listening, reading, writing and speaking sections

- Target Language Integrated Performance Assessments

Alternative Assessments

- Performance tasks
- Project-based assignments
- Problem-based assignments
- Presentations
- Reflective pieces
- Concept maps
- Case-based scenarios
- Portfolios

Resources & Materials:

- NJDOE Student Learning Standards for World Language
- Textbook: Bien Dit, Level 1 (Holt)
- Cahier de Vocabulaire et Grammaire (workbook)
- Cahier d'Activities (workbook)
- Grammaire Guide (workbook)
- Bien Dit, Level 1 Listening CDs and corresponding listening activities
- Bien Dit Assessment Program
- Quizlet Vocabulary and Grammar sets (flashcards, online activities and practice)
- Flash Cards
- White Boards
- Google Classroom - questions, posts, assignments, share documents, polls
- Google Docs - individual assignments, document sharing for collaborative assignments
- Google Forms - surveys, formative and summative assessments
- WordReference Extension- Submit up to 10 words a day in French/English to find it's definition in the opposite language, conjugation guide
- www.wordreference.com
- Easy Accent Marks Extension

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Descriptive Adjectives Notes-Remembering, Understanding
- Descriptive Adjectives Stations-Remembering, Understanding
- Draw a Person Activity- Applying, Analyzing

- Describe a Friend Slide-Remembering, Applying
- Describe a Person Project-Evaluating, Creating
- avoir/etre Notes- Remembering, Understanding
- avoir/etre Stations-Remembering, Understanding
- etre and adjectives Snake Activity-Applying
- avoir/etre dice game-Applying, Analyzing
- Family Stations-Remembering, Understanding
- Family Tree Guessing Game-Applying
- Family Partner Interview-Applying
- Possessive Adjectives Notes-Remembering, Understanding
- Family Skit-Creating
- Delsea One
- SWAG

Formative Assessment:

Warm-Up

- lundi litteraire - Interpretation of French proverb or quote; writing prompt on the current topic in class
- mardi musicale- French song on the current topic in class (search for cognates/vocabulary, interpret lyrics)
- mercred'ecouter- Listening activity on the current topic in class
- jeudi journal - News article on current events or topic linked to class discussions
- vendredi video- Cultural video related to current topic in class or class discussions

Anticipatory Set

- Songs
- Videos
- Writing Prompts
- Listening Activities (authentic conversations, authentic commercials/advertisements, etc.)
- News (articles and recordings)
- Fishbowl activity (Choose a question at random to answer.)
- Koosh Activity
- Exit Ticket
- KWL
- Graphic Organizers (Venn Diagram, T-Chart, Organized Notes sheet)
- Whiteboard review games
- Vocabulary Flash Card games (Memory, POP!, Heads Up)
- Speaking Practice (large group, with a partner)
- Kahoot

- Quizlet Practice and QuizletLive
- Quizalize
- Quizizz

Closure

- Exit ticket
- 3-2-1
- Summary
- Debriefing
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Worksheet guided review practice
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Other Formative Assessments

- Classwork
- Homework
- Vocabulary Quizzes
- Grammar Quizzes
- Google Classroom Questions
- Identify vocabulary words in French.
- Answer questions in French in complete sentences orally.
- Answer questions in French in complete sentences in written form.
- Correct the sentences in French.
- Create 5 sentences in French about a given topic.
- Create 5 sentences in French about a picture prompt.
- DuoLingo website practice
- Conjuguemos website practice

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary

- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

Google Suite with Apps

Celebrity Descriptions Sentences: <https://docs.google.com/document/d/1tkfw0z5bLJlCXqgbAQ-TEuRQ3KkT-gJSFs83nxTXfRM/edit?usp=sharing>

Draw a Person Group Activity: <https://docs.google.com/presentation/d/1vjNvOJ-U->

[vLgGYSvfVVCTHpvtunY4xgZLUItVHs1uSI/edit?usp=sharing](https://docs.google.com/document/d/1LgGYSvfVVCTHpvtunY4xgZLUItVHs1uSI/edit?usp=sharing)

Il/Elle est comment?

Stations: https://docs.google.com/document/d/1QJDktWdgBbDC4aIwdLcO_PRETMKi5x4AT1zVJTBNuW/edit?usp=sharing

Describe a Celebrity

Project: <https://docs.google.com/document/d/1tBpqJC3qXfn3nwOiTWHI7KCgrxZWsx7ehebYvD965MM/edit?usp=sharing>

avoir Group Puzzle: https://docs.google.com/presentation/d/1t87KUwzcDM7wvROlGnVVh-JGtntfK5jHxJS1_VW3kOY/edit?usp=sharing

etre and adjectives Snake

Activity: <https://docs.google.com/document/d/1TuzePLkVlcrtmdY0jGpXtF32lWELPr9IDVQHzNWNFY/edit?usp=sharing>

avoir and etre sentences: https://docs.google.com/document/d/1I4DNAPZEI3MQW7zNZAJa_As1c3cxqOck-G0T3JhY28c/edit?usp=sharing

Family

Stations: <https://docs.google.com/document/d/1XfWm0AsXVS0T4jzA9TN5SCV7zzpUSl96GI12G050dQI/edit?usp=sharing>

Family Tree Guessing

Game: https://docs.google.com/document/d/1iCjdfFWpbi6yjf4Q_x7UkZTUnFYjXUVxR9tJWi5IGU/edit?usp=sharing

Family

Paragraph: https://docs.google.com/document/d/1bXltuh2SvbGRRROBTj_Fp9DFOCuRHdZ8yfmPQ2QepLk/edit?usp=sharing

Family

Skit: https://docs.google.com/document/d/1V3m0nkcc80qOnXFXj2S7ZJXmQEdantfWO_LwylY3dmA/edit?usp=sharing

Grammar Notes: https://docs.google.com/document/d/1nqCPtBJGKpx7xh-8vN5sPgr8_KFICA1_wZG7MxCKbKg/edit?usp=sharing

Quizlet.com - Learn, Flashcards, Writing, Listening, Matching, Gravity, QuizletLive

Il/Elle est comment?: <https://quizlet.com/184548457/ilelle-est-comment-1-flash-cards/>

Adjectives Formation: <https://quizlet.com/107740681/adjectives-masculine-to-feminine-flash-cards/>

avoir: <https://quizlet.com/159644169/avoir-present-tense-flash-cards/>

etre: <https://quizlet.com/113240211/etre-present-tense-flash-cards/>

Family: <https://quizlet.com/188702291/la-famille-1-flash-cards/>

Possessives: <https://quizlet.com/188399895/possessive-adjectives-de-contractions-flash-cards/>

Family Questions Importantes: <https://quizlet.com/193678212/questions-importantes-la-famille-1-flash-cards/>

Kahoot.it - Jumble and quiz games for vocab and grammar review

Il/Elle est comment?: <https://play.kahoot.it/#/k/5fc03b24-cccb-4c3a-9dd0-1cbc410129f2>

avoir: <https://play.kahoot.it/#/k/d7a4c63b-6630-4723-8657-adf431ccc724>

etre: <https://play.kahoot.it/#/k/603eb092-7e8b-4434-a131-0c1af06e0d82>

avoir et etre: <https://play.kahoot.it/#/k/44b5ddfd-5748-47d6-974e-da073fdb8bf8>

La famille: <https://play.kahoot.it/#/k/5afbb6e5-c9ad-4e2f-972a-9f642e724d9f>

La famille riddles: <https://play.kahoot.it/#/k/d1506979-17e1-493d-a665-33823959d05c>

La famille Questions Importantes: <https://play.kahoot.it/#/k/690901cc-6ce1-461a-8314-c64377d43014>

Quizizz

Il/Elle est comment?: <https://quizizz.com/admin/quiz/5a730b329d17f9002257b08b/il-elle-est-comment>

La famille: <https://quizizz.com/admin/quiz/5a8199a9fed83a00219e68c9/la-famille>

La famille Questions Importantes: <https://quizizz.com/admin/quiz/58c14622c1f32e7009018ebd/questions-importantes-la-famille>

Duolingo - Reading, listening, speaking, and writing practice (Weekly Assignments for Enrichment)

<https://www.duolingo.com/>

Youtube.com - Cultural videos, tutorial videos

Descriptive Adjectives Instructional

Video: https://www.youtube.com/watch?v=Te7uLbOl6Ow&index=45&list=PL5AIM20JYVYOhXRDuAs38vKKlOluEQ1nJ&disable_polymer=true

100 Descriptive

Adjectives: <https://www.youtube.com/watch?v=0QC1WPR0TNQ&list=PL5AIM20JYVYOhXRDuAs38vKKlOluEQ1nJ&index=46>

Ma Famille song: https://www.youtube.com/watch?v=MFk9YmJv-jc&list=PL5AlM20JYVYOhXRDuAs38vKKlOlUEQ1nJ&index=13&disable_polymer=true

avoir

song: <https://www.youtube.com/watch?v=DHasDkHSREs&index=26&list=PL5AlM20JYVYOhXRDuAs38vKKlOlUEQ1nJ>

etre song: https://www.youtube.com/watch?v=DfTcw5Ais-E&index=31&list=PL5AlM20JYVYOhXRDuAs38vKKlOlUEQ1nJ&disable_polymer=true

etre

song: https://www.youtube.com/watch?v=z2IrJ0DB0Xg&index=29&list=PL5AlM20JYVYOhXRDuAs38vKKlOlUEQ1nJ&disable_polymer=true

Je suis une

pizza: https://www.youtube.com/watch?v=wxystpPE1xU&index=33&list=PL5AlM20JYVYOhXRDuAs38vKKlOlUEQ1nJ&disable_polymer=true

Possessive Adjectives

song: <https://www.youtube.com/watch?v=omE5ZWhu03I&list=PL5AlM20JYVYOhXRDuAs38vKKlOlUEQ1nJ&index=35>

Additional Websites

<https://www.education.vic.gov.au/languagesonline/french/french.htm>

<http://www.laits.utexas.edu/tex/>

<https://conjuguemos.com/verb/21>

<http://elcondefr.blogspot.com/2016/01/voici-ma-famille.html>

<https://www.puzzles-to-print.com/french-puzzles/french-family-crossword.shtml>

<http://elcondefr.blogspot.com/2011/03/fete-des-grand-meres.html>

https://www.thoughtco.com/meet-french-family-bilingual-story-1368029?utm_content=buffer3caef&utm_medium=social&utm_source=pinterest.com&utm_campaign=buffer

TECH.9.4.12.CI

Creativity and Innovation

TECH.9.4.12.CT

Critical Thinking and Problem-solving

TECH.9.4.12.GCA

Global and Cultural Awareness

TECH.9.4.12.IML

Information and Media Literacy

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.