

# Unit 6: Les gens que je connais

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

## Unit Overview

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Students will identify physical and personality characteristics and then use them in conjunction with people in their lives ( family members, friends and acquaintances) Students will discover cultural differences between how families function in a French society versus their own society.

## Transfer

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By the end of Unit 5 Students will be able to:

1. Identify physical/personality characteristics of self and others.
  2. Identify family member vocabulary
  3. Identify other relationships between family members ( My grandfather is my father's father)
  3. Use possessive adjectives to give a description of your family
  4. Identify professions and what different members of the family do for a living
  5. Discuss the role of the family in societies.
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## Meaning

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## Understandings

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Students will understand that...

1. French societies and how family's role has changed from historical to the modern era.
2. French families include more extended family
3. How to express the possessive adjectives in regards to describing their family and other families.
4. Describing someone requires grammatical differences such as putting the adjective after the noun and feminine and masculine agreement.
5. Professions and careers vary from culture to culture based on what necessities are required in the country.

### **Essential Questions**

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Students will keep considering...

1. What is the nature of relationships in other cultures?
2. How can I describe who is in my family and what they are like in French?
3. How are French families generally different from my own?
4. What careers are popular in French speaking countries?

### **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

1. Physical and character traits

2. Family member vocabulary
3. The similarities and differences between French and American families
4. Professions vocabulary
5. Possessive adjectives
6. How to give a complete description of someone

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### **Students will be skilled at...**

Students will be skilled at...

1. Identifying family members
2. Showing relationships between family members
3. Describing family members, friends and acquaintances using physical and personality traits and professions.
4. Identifying professions.

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### **Academic Vocabulary**

Characteristics and physical traits ( see attached document)

Refer to page 220-21 of T'es Branche textbook for family member vocabulary

Professions- p.249-50

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### **Target 2**

1. Describe your own family and other families combining vocabulary on traits with family member

vocabulary.

2. Ask and answer about family (ages, traits, professions, placement youngest, oldest, middle, etc.)
3. Describing others to a friend or family member using traits.

### **Target 3**

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1. Create a family tree/presentation given in the target language to show relationships among family members. (either their own or a celebrity/made up family)
2. Compare/contrast cultural norms having to do with family and its role in society.
3. Research and read about how French speakers relate to their family members.

### **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

### **21st Century Life and Careers**

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CRP.K-12.CRP6.1

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP.K-12.CRP7.1

Career-ready individuals are discerning in accepting and using new information to make

decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP.K-12.CRP8.1

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP.K-12.CRP9.1

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP.K-12.CRP12.1

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

CAEP.9.2.8.B.4

Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Role play
9. Question and answer

10. Choral response
11. Teacher observation
12. Creating and practicing dialogues.

## **Differentiation/Enrichment**

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Differentiation / Enrichment



### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

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1. Textbook - T'es branche 1
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts