

# Unit 8: La maison

Content Area: **World Language**  
Course(s): **French I**  
Time Period: **4 weeks**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

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In Unit 8 students will be introduced to different types of dwellings and learn about cultural differences of cities, towns and the way people live. Students will be introduced to house vocabulary including furniture, prepositions and full descriptions of what objects are found in each room.

## Transfer

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By the end of Unit 8 Students will be able to:

1. Identify dwelling vocabulary (house, mansion, apartment, condo, cabin)
  2. Identify rooms of the house
  3. Identify furniture found in each room
  4. Identify objects for each room of the house
  5. Use prepositions to give locations of different things in rooms.
  6. Use adjectives to describe my home and neighborhood.
  7. Describe my home and show similarities and differences between the way Americans live and the way their family live.
  8. Describe a dream home
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## Meaning

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## **Understandings**

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Students will understand that...

1. There are differences between the way the French speakers live and Americans live.
2. How to use prepositions to describe locations of objects.
3. Certain adjectives precede the noun and how to structure phrases/sentences.
4. How houses or apartments are set up.

## **Essential Questions**

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Students will keep considering...

1. How do I describe my home?
2. Does culture affect the way people select a home?
3. In what ways does the set up of my home affect my routine?

## **Application of Knowledge and Skill**

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

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Students will know...

1. Rooms of the house
2. Furniture
3. Different types of dwellings
4. Prepositions
5. Adjectives

6. Cultural differences between dwellings in USA and French speaking countries.

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

Students will be skilled at...

1. Describing my home including rooms, furniture and prepositions and my neighborhood.
2. Understanding the similarities and differences between dwellings and home life.
3. Describing a dream home.

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### **Academic Vocabulary**

Verbs: Vocabulary: List of rooms, furniture and prepositional phrases will be attached.

Habiter

Avoir

Il y a

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### **Target 2**

1. Illustrate the set up and design of a house.
2. Describe items found in a house using prepositional phrases.

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### **Target 3**

1. Analyze in what ways the set up of a home can dictate a routine and show cultural changes.

2. Compare/contrast the societal differences between the home in Francophone countries and the U.S.A.
3. Ask and respond to questions about their neighborhood, home and routine.
4. Create and describe a dream home using all skills.

## **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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Select all applicable standards from the applicable standards

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use

effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

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.

## **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 (Print and online)
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

