

# Unit 04: En Famille

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 4

<b>Unit Title:</b>	<b>En Famille</b>
<b>Suggested Duration:</b>	<b>8 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<p><b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b></p> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul> <p><b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a></p> <p><b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a></p> <p>Find and paste appropriate <u>Companion Standards or Practices</u> here.</p>

Geography: countries of the world and their languages

Sociology: comparing families, learning about professions

Writing: journal entry about their future job

Music: Au Clair de la Lune

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

Episodes of Peppa Pig, le Petit Nicolas in French

### Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefances.com: [http://www.estudiodefances.com/?page\\_id=9](http://www.estudiodefances.com/?page_id=9)
3. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
7. Françaisfacile.com <https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=dialogue>
8. <https://www.francaisavecpierre.com/> Français avec Pierre
9. Frank Sprog <https://www.fransksprog.dk/>
10. Gabfle <http://gabfle.blogspot.com/>
11. Audio Lingua ( tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
12. Lingua.com ( textes for beginners) <https://lingua.com/french/reading/>
13. Schoolshape <https://french-resources.org/>
14. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
15. Tous les thèmes possibles avec plein d'exercices le baobab bleu <https://lebaobabbleu.com/>
16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
17. <https://www.commeunefrancaise.com/welcome?youtube> Comme une française
18. Vocabulaire French and English subtitles <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
19. Dialogue French and English with subtitles 123dialogues.com

<https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>

20. <http://fleuh.fr/> (comprehension ecrite orale grammaire et vocab tous les niveaux)
21. [https://www.youtube.com/watch?v=qTB\\_-J6DmlM](https://www.youtube.com/watch?v=qTB_-J6DmlM) Journal en français facile
22. C'est à toi internet resources <http://irc.emcp.com/ircfiles/French2e/>
23. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>
24. <https://www.youtube.com/watch?v=3bvDIbMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises  
<https://français.lingolia.com/fr/grammaire/les-temps/limparfait/exercices>
26. <https://fr.islcollective.com/> (printables)
27. <https://innerfrench.com/videos/>
28. <https://www.lasouris-web.org/primaire/francais-lecture.html> Livres (lectures) gratuits et activités/jeux interactifs.
29. Idées week-end avec la quotidienne (youtube)  
[https://www.youtube.com/results?search\\_query=idees+week+end](https://www.youtube.com/results?search_query=idees+week+end)
30. many dossier /topics that has combined various websites from different websites  
<https://ticsenfle.blogspot.com/>
31. [https://www.youtube.com/channel/UC26fqIs836AbDW3E5\\_c9UIg](https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg) Ccube academy ( Conversational French beginner and intermediate)
32. <https://coffeebreaklanguages.com/coffeebreakfrench/> Coffee Break French
33. <https://savoirs.rfi.fr/fr/apprendre-enseigner> Apprendre et enseigner le français avec rfi
34. <https://www.youtube.com/hashtag/frenchpod101>
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent

## **Standard(s) Addressed**

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### **Standard 7 World language**

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the

language and culture studied with their own, and participate in home and global communities.

## **Standard 7 Climate Change Education ( world language)**

7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.

7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

## **Standard 9 Career Readiness, Life Literacies, and Key Skills**

9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
WL.NH.7.1.NH.IPERS	Interpersonal Mode of Communication

WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.IPERS	Interpersonal Mode of Communication
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET	Interpretive Mode of Communication
WL.NM.7.1.NM.PRSNT	Presentational Mode of Communication
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

## STAGE I Desired Results

<b>STAGE I Desired Results</b>	
<b><i>Objective (Transfer)</i></b>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> <li>• Ask and give information about themselves and their families: relationship, origin, nationality, physical traits, characteristics, age, profession...</li> <li>• Ask and give personal information about oneself such as: telephone numbers and addresses.</li> <li>• Describe their pets and favorite animals (domestic, farm, zoo).</li> <li>• Label and list vocabulary pertaining to a calendar and seasons.</li> <li>• Express possession/belonging using possessive adjectives.</li> <li>• Refuse and reject things using negation.</li> <li>• Ask questions using varied ways.</li> <li>• Express like/dislike and preference using adverbs of intensity such as: beaucoup, un peu, bien.</li> <li>• Compare and contrast cultures.</li> </ul>	
<b><i>Mastery</i></b>	
<u>Enduring Understanding</u>  <i>Students will understand that...</i>  <ul style="list-style-type: none"> <li>• An ability to communicate in another language fosters a better understanding of my own language and culture.</li> </ul>	<u>Essential Questions</u>  <ul style="list-style-type: none"> <li>• What makes our families different?</li> <li>• How do origin and nationality tell about me?</li> <li>• What are some cultural differences and</li> </ul>

- Learning other languages enables an individual to participate in multilingual communities.

- The purpose of language study is to communicate so I can understand others and they can understand me

- Custom and tradition vary within a culture, as well as between cultures

- Global citizenship requires an ability to communicate in more than one language

similarities between the U.S. and the French family lifestyle?

### Acquisition

*Students will know . . .*

1. Key vocabulary related to:

- Families and ancestors, such as: *mère( maman), père (papa), frère,soeur, grand-père(pépé), grand-mère(mémé), grands-parents, ), parents, arrière grands-parents, oncle (tonton), tante (tati), cousin, cousine, bébé, demi-frère, demi-soeur, beau-père, belle-soeur, beau-frère, belle-soeur, mari, homme (épouse), femme (épouse), fille, garçon, fils, neveu, nièce, ami(e), petit(e) ami(e) ...ainé(e)...*

- Countries of origins and their corresponding nationalities, such as:*français/France, américain/ États-Unis, anglais/Angleterre, espagnol/Espagne, allemand/Allemagne, canadien/Canada, chinois/Chine, japonais/Japon, polonais/Pologne, coréen/Corée)...*

- Professions and jobs such as:

*Students will be skilled at . . .*

- Describe, compare and contrast their families
- Present and describe the relativity of family members to classmates based on a photo album, a single family photo or a family tree.
- Tell where they come from (country of origin and nationalities).
- Explain the profession or job they have.
- Give basic physical descriptions, such as their eye/ hair color, size (tall, medium, short) and age.
- Give for each family member few qualities and what they like and dislike.

*professeur/prof, directeur, infirmier, comptable, informaticien, médecin, acteur, chanteur, homme/femme d'affaires, homme/femme au foyer, avocat, agent de police, home/femme militaire, pilote...*

- Animals and domestic (family) pets, such as: *chien, chat, cheval, oiseau, poisson, lapin, vache, loup, ours, singe, renard, and cognates*
- Descriptive adjectives and expressions for traits and characteristics of individual, such as: *généreux, égoïste, bavard, timide, paresseux, diligent, sympa, méchant, intelligent, bête, beau, bel, belle, vieux, vieil, vieille...*
- Placement and agreement of adjectives with nouns :(BAGS : Beauty= beau, joli, Age= vieux, nouveau, Jeune, Goodness=bon, Mauvais  
Size=grand, petit)
- Descriptive adjectives of hair and eye colors and their agreement, such as: *vert, bleu, blond, roux, noir, brun, marron...*
- Possessive adjectives.
- Prepositions before countries and cities, such as: *en France/de France, au Maroc/du Maroc, aux États-Unis/des États-Unis, en Italie/d'Italie, à Columbus...*
- Key irregular verbs pertaining to topic,

- Tell where they live and with whom (family and pets).
- Distinguish and interpret the sounds of animals from one country to another.
- Compare and contrast their family with other classmates (size, origin, professions, interests...)
- Compare and contrast the American family to the French family (habits, relationships, size...)
- Describe nouns using adjectives, such as *possessive, colors, sizes, basic individual qualities, traits and nationalities.*
- Apply correctly the gender/ number agreement and the placement of the adjective: use the rule of the BAGS (beauty, age, goodness, and size).
- Recognize and apply correctly the possessive adjectives before the nouns.
- Recognize the gender of countries and use appropriate prepositions before them.
- Write a short descriptive paragraph about themselves and their families.
- Read and share their paragraphs with others.

and their conjugation in the present of the indicative such as: *venir, être, avoir, aller, faire, vouloir*

- Key regular verbs pertaining to topic, and their conjugation in the present of the indicative such as: *habiter, voyager, fêter, travailler, parler, aimer, préférer*
- What is the tense of a verb? Present tense of the indicative in French has several interpretations in English, such as:  
*J'étudie =*  
*I am studying.*  
*I study.*  
*I do study.*
- Idioms with verb *avoir* to express age.
- Negation with indefinite article *de*.
- All subject pronouns
- Question words such as *quelle, comment, où, qui, qu'est-ce que, combien (de), quand, pourquoi/parce que*
- Question formation through inversion
- Adverbs of intensity, such as: *beaucoup, un peu, bien...*

- Ask questions in various forms

- Conjunctions of coordination: avec

3. Cultural notes on families in the French/francophone world.

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p><b>Week 1: introduce the family members</b></p> <p>Ma famille ( google slide)</p> <p><a href="https://docs.google.com/presentation/d/1_MWbSMj83J6tyxjTjvsgxpfTelT7Ph2yMkuj9oeuFMU/edit#slide=id.p">https://docs.google.com/presentation/d/1_MWbSMj83J6tyxjTjvsgxpfTelT7Ph2yMkuj9oeuFMU/edit#slide=id.p</a></p> <p>Song of Alain le lait : Ma famille</p> <p>Question/answer practices on the video</p> <p><a href="https://www.youtube.com/watch?v=MFk9YmJv-jc">https://www.youtube.com/watch?v=MFk9YmJv-jc</a></p> <p>Family trees practices - <b>Liveworksheets</b></p> <p><a href="https://www.liveworksheets.com/c?a=c&amp;m=d&amp;sr=n&amp;is=y&amp;l=lf&amp;i=utudfdu&amp;r=rl&amp;db=0">https://www.liveworksheets.com/c?a=c&amp;m=d&amp;sr=n&amp;is=y&amp;l=lf&amp;i=utudfdu&amp;r=rl&amp;db=0</a></p> <p>Family tree (google doc)</p> <p><a href="https://docs.google.com/document/d/13yVoLWbM9QGdBW-Xu15FMCBHY1rNn9THaUwjEr-9TkQ/edit">https://docs.google.com/document/d/13yVoLWbM9QGdBW-Xu15FMCBHY1rNn9THaUwjEr-9TkQ/edit</a></p>	<p><b>Assessment #1:</b> Flipgrid recording introducing you and a family member</p> <p><a href="https://docs.google.com/document/d/14Kojx2GgDHFYceWeQkVODqQNYHDHcLQ4OrgC_Plmq1Q/edit">https://docs.google.com/document/d/14Kojx2GgDHFYceWeQkVODqQNYHDHcLQ4OrgC_Plmq1Q/edit</a></p> <p><b>Assessment #2</b> caractere</p> <p><a href="https://docs.google.com/document/d/1x9SI2WNh3mNcHDcwrXVfrPC9spY1gOvKraX61EcW6AQ/edit">https://docs.google.com/document/d/1x9SI2WNh3mNcHDcwrXVfrPC9spY1gOvKraX61EcW6AQ/edit</a></p> <p><b>Assessment #3:</b> Les Pays</p> <p><a href="https://docs.google.com/forms/d/1QeEbP1By_wXmkfZpnebHh9IZcgeCP95XX8thhwZfvIo/edit">https://docs.google.com/forms/d/1QeEbP1By_wXmkfZpnebHh9IZcgeCP95XX8thhwZfvIo/edit</a></p> <p><b>Assessment #4:</b> Les Métiers</p> <p><a href="https://docs.google.com/document/d/1w2KKHo46tI2RrsSG0b0VGZJjBSOa5dHFpTyq51_I7Sc/edit">https://docs.google.com/document/d/1w2KKHo46tI2RrsSG0b0VGZJjBSOa5dHFpTyq51_I7Sc/edit</a></p>

Ma famille : practice rephrasing using contractions ....de....

<https://www.edu.xunta.es/espazoAbalar/sites/espazoAbalar/files/datos/1431970482/contido/proxecto-web/famille/expressions.html>

### Liveworksheets

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&l=ym&i=sntsxz&r=oq&db=0>

Listen / drag and then complete the family tree

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=cc&i=xzsou&r=ng&db=0>

Listen and drag

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=er&i=fousnd&r=ib&db=0>

Listen and complete

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=xy&i=xtuunn&r=ju&db=0>

Youtube video: présenter ma famille

<https://www.youtube.com/watch?v=ibj6ncTSt4s&t=10s>

Youtube se présenter and questions on video

<https://www.youtube.com/watch?v=PSW7cHuVYIw&t=39s>

Questions on video : google document

<https://docs.google.com/document/d/1LHgdRP2bqBetQcwaTsr09rHsGn6gs5vAGIUZxFOZqdA/edit>

Youtube video : la famille

<https://www.youtube.com/watch?v=xINk6C-DE8k>

Youtube video: la famille

<https://www.youtube.com/watch?v=d1LoGR6scmE>

Youtube video: présenter ma famille including sports/hobbies and some professions.

<https://www.youtube.com/watch?v=bEDpPuWhyts>

Listening : audiolingua

Tristan:

<https://www.audio-lingua.eu/spip.php?article1955>

Aurore:

<https://www.audio-lingua.eu/spip.php?article390>

Camille

<https://www.audio-lingua.eu/spip.php?article317>

Beau et Belle ( steps and in-laws) Google document

<https://docs.google.com/document/d/1BavmR5bdOFYbLkDdu-xz3as9F7bRKIM6Pc5k70hE0tI/edit>

Family tree ( video)

<https://www.youtube.com/watch?v=izRSCQQPXWk&feature=youtu.be>

Family tree : reading comprehension

[https://drive.google.com/open?id=1UPmTIK4tJ\\_10VB45r9s3LyvDueCwZ3Sg5rPXTUkd1Kc&authuser=0](https://drive.google.com/open?id=1UPmTIK4tJ_10VB45r9s3LyvDueCwZ3Sg5rPXTUkd1Kc&authuser=0)

Play charade : who is it?

### Liveworksheet

<https://www.liveworksheets.com/c?a=s&g=HS&s=francais%201&t=pk5g04onaox&m=d&e=n&sr=n&l=bx&i=uxznufz&r=fd&db=0>

### Week 2:

The possessive adjectives : google slide

[https://docs.google.com/presentation/d/11OnQGRadjMDqIKRU2bGFTUt-rd-1JHlbDAs-kfQHw\\_o/edit#slide=id.g4d2b8891b6\\_0\\_45](https://docs.google.com/presentation/d/11OnQGRadjMDqIKRU2bGFTUt-rd-1JHlbDAs-kfQHw_o/edit#slide=id.g4d2b8891b6_0_45)

The possessive “my” Google document

[https://docs.google.com/document/d/1dwM9DCCFbOGM\\_k1MgBGJm7bBIMs6qv8NsPy18idN44w/edit](https://docs.google.com/document/d/1dwM9DCCFbOGM_k1MgBGJm7bBIMs6qv8NsPy18idN44w/edit)

Online exercice: possessive adjectives ( surlepointdufle)

[https://www.lepointdufle.net/ressources\\_fle/adjectifs-possessifs.htm](https://www.lepointdufle.net/ressources_fle/adjectifs-possessifs.htm)

Google document practice on possessives

<https://docs.google.com/document/d/1RyDazNjLuu02-e3LMjXS3a2OOYUGSUNBcCfh47XY1Cc/edi>

### Liveworksheets : possessive adjectives

Wsht 1

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_La\\_ngue\\_%C3%89trang%C3%A8re\\_\(FLE\)/Adjectifs\\_posses](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_La_ngue_%C3%89trang%C3%A8re_(FLE)/Adjectifs_posses)

Wkst 2

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_La\\_ngue\\_%C3%89trang%C3%A8re\\_\(FLE\)/Adjectifs\\_possessifs/Les\\_adj](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_La_ngue_%C3%89trang%C3%A8re_(FLE)/Adjectifs_possessifs/Les_adj)

[ectifs\\_possessifs\\_oc1310509hysifs/Adjectifs\\_possessifs\\_ip2815442k  
q](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_La_gue_%C3%89trang%C3%A8re_(FLE)/Adjectifs_possessifs/Les_adjectifs_possessifs_zx39208ys)

Wkst 3

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_La\\_gue\\_%C3%89trang%C3%A8re\\_\(FLE\)/Adjectifs\\_possessifs/Les\\_adjectifs\\_possessifs\\_zx39208ys](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_La_gue_%C3%89trang%C3%A8re_(FLE)/Adjectifs_possessifs/Les_adjectifs_possessifs_zx39208ys)

Au clair de la lune practice on possessives :

Wkst:

[https://docs.google.com/document/d/1Av8wcPTxSP2Hz8PREMDfpzo6WWdmxfT8QyQ0\\_7DfzxA/edit#](https://docs.google.com/document/d/1Av8wcPTxSP2Hz8PREMDfpzo6WWdmxfT8QyQ0_7DfzxA/edit#)

Au clair de la lune: <https://apprendre.tv5monde.com/fr/exercices/a1-debutant/grammaire-les-possessifs-mon-ma-mes-etc>

Coffee Break : quand es-tu né? (video)

<https://www.youtube.com/watch?v=YZZZEAXW7U0>

Review dates and numbers.(Google doc)

<https://docs.google.com/document/d/1ReYOsaKypbgMF5XPJPptKuJc41DES4dmj8M8AbPhhLA/edit>

Listening : Utxas

Stephanie's , Virginie's family , Franck's family

<https://www.laits.utexas.edu/fi/fivideo/chapitre-02-interviews-les-fran%C3%A7ais-%C3%A0-austin-st%C3%A9phanie-ma-famille>

Interpersonal practices in pairs following guidelines : Google doc

[https://docs.google.com/document/d/1MUb2C3nog2\\_qA3mfsxT3Z3Tw5FXIEhTvrGh158CxNyY/edit](https://docs.google.com/document/d/1MUb2C3nog2_qA3mfsxT3Z3Tw5FXIEhTvrGh158CxNyY/edit)

**Week 3: characteristics and adjectives** ( hair and eye colors , size and weight)

Listen to song Youtube: comment est -il (John Demadeo)

<https://www.youtube.com/watch?v=V98BvCQrVeM>

Google document wkst on song

Ws: <https://docs.google.com/document/d/16uD9gxM2G2IIa-2BRqcA39XgkdwQHcjYg6nkuqQB6Y4/edit>

Google document: text from c'est à toi

[https://drive.google.com/file/d/1\\_wkIFhgjQo9OnYOPz7oKyuUKgD5Oz7pn/](https://drive.google.com/file/d/1_wkIFhgjQo9OnYOPz7oKyuUKgD5Oz7pn/)

Wkst on adjectives ( c'est à toi)

<https://drive.google.com/file/d/1FXJ2xH1evcby9qRILStLvTM451ewdBx0/view>

Youtube tutorial video on characteristics and personalities

<https://www.youtube.com/watch?v=mROCHIKydE>

Youtube Ma France : What is being French?

[https://www.youtube.com/watch?v=bKcqNC8hd\\_8](https://www.youtube.com/watch?v=bKcqNC8hd_8)

Students look up missing definitions.

[Les caractères des français en un mot.docx](#)

Describing eye colors

Liveworksheets on characteristics

<https://www.liveworksheets.com/mi1240556jd>

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=bv&i=uffdznx&r=kl&db=0>

Review of colors : Youtube

[http://www.youtube.com/watch?v=Si4t0p94e7Y&feature=related&safe\\_search=on](http://www.youtube.com/watch?v=Si4t0p94e7Y&feature=related&safe_search=on)

Google slide : describing people [La description des personnes](#)

Un sondage: eye colors

[un sondage](#)

Describing hair : google slide

[la description: les cheveux](#)

liveworksheets: describing family members (hair, eyes and size)

Wsht 1

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_La\\_langue\\_%C3%89trang%C3%A8re\\_\(FLE\)/Adjectifs\\_qualificatifs/D%C3%A9crire\\_une\\_personne\\_jt1490489xd](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_La_langue_%C3%89trang%C3%A8re_(FLE)/Adjectifs_qualificatifs/D%C3%A9crire_une_personne_jt1490489xd)

Wkst 2

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_La\\_langue\\_%C3%89trang%C3%A8re\\_\(FLE\)/Description\\_physique/Qui\\_e](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_La_langue_%C3%89trang%C3%A8re_(FLE)/Description_physique/Qui_e)

[st-ce\\$ \\_II\\_pd537330ui](#)

Wkst 3

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ia&i=u&cnztxc&r=zm&db=0>

Wkst 4

<https://www.liveworksheets.com/c?a=s&t=pk5g04onaox&m=d&sr=n&is=y&l=qz&i=udfotcc&r=eo&db=0>

Wkst 5

<https://www.liveworksheets.com/c?a=s&t=pk5g04onaox&m=d&sr=n&is=y&l=qa&i=ftnxss&r=xu&db=0>

Wkst 6

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ts&i=udffdsx&r=tj&db=0>

Listening comprehension: youtube

<https://www.youtube.com/watch?v=Ijwp1IU5cVo>

Reading comprehension : c'est à toi ( le verbe ressembler à)

<https://drive.google.com/open?id=1wmAuWnC750zuqseXr0c8MmOijYOozTL8&authuser=0>

**Week 4: animals**

Sound of top 10 animals in French .

<https://www.youtube.com/watch?v=vgS7pz4TJck>

Texte: les animaux de la ferme

[https://docs.google.com/a/nburlington.com/document/d/1tTe4qAsMw-Ufp1SXin2ps8iKOaJL9YjLlthead4Nc6M/edit?usp=drive\\_web&authuser=0](https://docs.google.com/a/nburlington.com/document/d/1tTe4qAsMw-Ufp1SXin2ps8iKOaJL9YjLlthead4Nc6M/edit?usp=drive_web&authuser=0)

Dialogue :c'est a toi

[https://drive.google.com/a/nburlington.com/file/d/1-fh6rDs8W1J6aNbz\\_zFmlKU6W9F4HPng/view?usp=drive\\_web&authuser=0](https://drive.google.com/a/nburlington.com/file/d/1-fh6rDs8W1J6aNbz_zFmlKU6W9F4HPng/view?usp=drive_web&authuser=0)

Youtube song : le vieux McDonald

<https://www.youtube.com/watch?v=Jca3LRk902I>

Reading comprehension : C'est à toi À la ferme. Review of ordinal numbers

[https://drive.google.com/a/nburlington.com/file/d/1z-fgWbG\\_vy3frlSLFq4vIU54AfSnA7mq/view?usp=drive\\_web&authuser=0](https://drive.google.com/a/nburlington.com/file/d/1z-fgWbG_vy3frlSLFq4vIU54AfSnA7mq/view?usp=drive_web&authuser=0)

Google document : les animaux de compagnie

[https://docs.google.com/a/nburlington.com/document/d/1eCjJCvBcM0hryRYZaQZcuWk2Pph2ErRTkT9ifhNChEE/edit?usp=drive\\_web&authuser=0](https://docs.google.com/a/nburlington.com/document/d/1eCjJCvBcM0hryRYZaQZcuWk2Pph2ErRTkT9ifhNChEE/edit?usp=drive_web&authuser=0)

Scholastic reading : les jeunes et les animaux ( domestic and wild animals)

search on animals.

[https://drive.google.com/a/nburlington.com/file/d/1A7a-e7czKUQGHnVOnPLUKNUMAZrg0duP/view?usp=drive\\_web&authuser=0](https://drive.google.com/a/nburlington.com/file/d/1A7a-e7czKUQGHnVOnPLUKNUMAZrg0duP/view?usp=drive_web&authuser=0)

Youtube video : Chez Mimi and wskt application

Students watch video [Chez Mimi - Episode #4: Nos Amis Les Bêtes](#) (14 min) and discuss any questions

Do worksheet on video [chez mimi](#)

Liveworksheets on all animals

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_Langue\\_%C3%89trang%C3%A8re\\_\(FLE\)/Les\\_animaux/Animaux\\_uh1560887xp](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Les_animaux/Animaux_uh1560887xp)

Plural of animals

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ez&i=tnft&r=oi&db=0>

Games and crosswords on animals

crosswords

<https://www.languagesonline.org.uk/French/Primary/Animaux/Animaux12.htm>

Games

IL: <http://studyfrench.msk.ru/jeux/animaux/index.html>

<https://www.edu.xunta.es/espazoAbalar/sites/espazoAbalar/files/datos/1431970482/contido/proxecto-web/animaux/animauxdialog1.html>

<https://www.edu.xunta.es/espazoAbalar/sites/espazoAbalar/files/datos/1431970482/contido/proxecto-web/animaux/animauxdialog2.html>

<https://www.edu.xunta.es/espazoAbalar/sites/espazoAbalar/files/datos>

</1431970482/contido/proxecto-web/animaux/animauxdialog3.html>

Match up games and gap fill :

<https://learningapps.org/watch?v=p7evsjre217>

<https://www.languagesonline.org.uk/French/Primary/Animaux/index.htm>

[https://www.allgemeinbildung.ch/fach=fra/Animaux\\_domestiques\\_01a.htm](https://www.allgemeinbildung.ch/fach=fra/Animaux_domestiques_01a.htm)

P: What is the name /write or choose the name of each depicted animal

<https://learningapps.org/watch?v=ptiykmb0t17>

<https://www.klbict.co.uk/interactive/french/animaux.htm>

[https://www.allgemeinbildung.ch/fach=fra/Animaux\\_domestiques\\_01a.htm](https://www.allgemeinbildung.ch/fach=fra/Animaux_domestiques_01a.htm)

Memory games match up

<https://lefrancaisillustre.com/memory-animaux/>

<http://w3.restena.lu/amifra/exos/voc/anim1.htm>

Google slide: comparisons with animals

[https://docs.google.com/presentation/d/1G2yz44Zumpz9FXsB6l0dvyFsTr1pi5oIHL3zWigLGV8/edit#slide=id.g11de5635088\\_0\\_88](https://docs.google.com/presentation/d/1G2yz44Zumpz9FXsB6l0dvyFsTr1pi5oIHL3zWigLGV8/edit#slide=id.g11de5635088_0_88)

**Week 5** : professions and jobs

Liveworksheet : avoir and être

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=kv&i=uxotzct&r=zu&db=0>

Youtube video on jobs

<https://www.youtube.com/watch?v=2XuxsdhRFhg&t=2s>

liveworksheet

Wkst 1

<https://www.liveworksheets.com/xs1373318op>

Wkst 2

<https://www.liveworksheets.com/iu2641983ax>

C'est à toi : les professions

[https://drive.google.com/a/nburlington.com/file/d/1dFUFXZIOddLwAetJoGeswYV\\_dtZfrBG3/view?usp=drive\\_web&authuser=0](https://drive.google.com/a/nburlington.com/file/d/1dFUFXZIOddLwAetJoGeswYV_dtZfrBG3/view?usp=drive_web&authuser=0)

Google slide : les occupations

[occupations](#)

Google document list of professions

<https://docs.google.com/documen/d/1-8WGMrEFeVMJjIooQ9JAuoBZ6U9qoLuUQ5MdMYe0CCg/edit>

List online to listen to pronunciation

<http://www.audiofrench.com/vocabulary/professions.htm>

Google slide: quel métier?

[https://docs.google.com/presentation/d/1wixJvJAdlLKbFUadpgGjXW0\\_F4RV-0ZA3kybg05TVv4/edit#slide=id.p](https://docs.google.com/presentation/d/1wixJvJAdlLKbFUadpgGjXW0_F4RV-0ZA3kybg05TVv4/edit#slide=id.p)

Liveworksheet

<https://www.liveworksheets.com/xs1373318op>

Youtube Video

[LES MÉTIERS \(PROFESSIONS\) EN FRANÇAIS ○ ○ ● LAS PROFESIONES en francés Vocabulario](#)

Google document

[Occupations](#)

Google document: des questions

[https://docs.google.com/document/d/1eUtna9ENuK\\_bZsfsJsKFYn4PnL3MSfVcfCiPc1cGnHI/edit](https://docs.google.com/document/d/1eUtna9ENuK_bZsfsJsKFYn4PnL3MSfVcfCiPc1cGnHI/edit)

Youtube listen to the male /female forms

<https://www.youtube.com/watch?v=vRgHyeUo5M8>

Youtube listen and recognize (teacher clicks on words studied and on new cognates only )

[https://www.goethe-verlag.com/book2/\\_VOCAB/EN/ENFR/21.HTM](https://www.goethe-verlag.com/book2/_VOCAB/EN/ENFR/21.HTM)

Play and match the sets by listening

<https://learningapps.org/watch?v=pskn8z3wj17>

Play and listen / write the name ( spelling practice )

<https://learningapps.org/watch?v=pn7fsvog517>

play by reading and matching the image to word

<https://learningapps.org/watch?v=pe9ohgx0j17>

Online practice and application

<https://www.frenchinaclick.com/frenchGCSElearning/frenchGCSEexercises/frenchGCSEtopics/auboulot2/jcloze/masctoFem.htm>

Texte c'est à toi : les professions

[https://drive.google.com/open?id=1GNvwBM-gnhBVIAC\\_L8WvkdET-HdplxUm&authuser=0](https://drive.google.com/open?id=1GNvwBM-gnhBVIAC_L8WvkdET-HdplxUm&authuser=0)

Les professions : Advertisements C'est à toi

[https://drive.google.com/open?id=17JNO2aKVatYCE\\_OPri5fLnBmoLZFIQdY&authuser=0](https://drive.google.com/open?id=17JNO2aKVatYCE_OPri5fLnBmoLZFIQdY&authuser=0)

Audiofrench: listening

<http://www.audiofrench.com/vocabulary/professions.htm>

Song : Céline Dion: Les Bleus du Businessman

Song and animation:

<https://www.youtube.com/watch?v=1UqPaBcQ560&feature=youtu.be>

Profession and characteristics : google document

[professions et adjectifs](#)

**Week 6 , 7 and 8 : Nationalities and countries**

C'est à toi

<https://drive.google.com/open?id=13wu32QipwbVQMPExVXliPki3ncIoNIor&authuser=0>

Liveworksheets : les nationalités

Wkst 1

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ar&i=ucfucsd&r=vf&db=0>

Wkst 2

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ix&i=stxxx&r=lp&db=0>

Wkst 3

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=to&i=xznco&r=qh&db=0>

Wkst 4

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=ix&i=stxxx&r=lp&db=0>

Wkst 5

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=td&i=utddzoc&r=cp&db=0>

Wkst 6

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=hr&i=ustsfus&r=gm&db=0>

Wkst 7

<https://www.liveworksheets.com/c?a=s&g=HS&s=french%201&t=pk5g04onaox&mn=dz&m=d&e=n&sr=n&is=y&l=ey&i=uscdnzo&r=s&db=0>

Wkst 8

<https://www.liveworksheets.com/kc2490871xj>

Wkst 9: venir, aller, faire ..

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&l=xz&i=usxudzx&r=he&db=0>

Texte : C'est à toi..

<https://drive.google.com/open?id=1PhIASY9FfYQ7cJINt-hBhkoksD1Txb4l&authuser=0>

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Provide multiple choice answers or Word banks
- Repeat or rephrase instructions if needed
- Breaking up matching sections
- Allow extra time on assessments
- Special seating (away from distractions)
- Reduce the number of problems on a page
- Allow for presentational assessments to be given alone with teacher (not in front of class)
- Allow for spelling errors

## Organize plan by weeks

### Week 1 Introductory Conversation Elaborated (Greeting, Name, How are you, Where you live, Age) plus state of NJ.

- Review Introductory information about yourself with short presentation skit
- Introduce family members with new vocabulary plus cat and dog
- Questions review : How many are you ? do you have..? How many siblings? What is their name? How old are they ?
- Verb avoir review to express age
- Review on numbers to express age

[https://docs.google.com/document/d/1V9RJOyrXMasiaiCREGyENCdKjYoHrEuJX\\_Tmqz63zqU/edit](https://docs.google.com/document/d/1V9RJOyrXMasiaiCREGyENCdKjYoHrEuJX_Tmqz63zqU/edit)

[https://docs.google.com/document/d/1\\_B7AS371L9h1i7Q6fd-\\_XdRAMq37cHBUmIUAgNBRDew/edit](https://docs.google.com/document/d/1_B7AS371L9h1i7Q6fd-_XdRAMq37cHBUmIUAgNBRDew/edit)

### Week 2

- Possessive adjective for family members
- Review of writing dates for date of birth
- Verb être to write date of birth ( je suis né le...)

<https://docs.google.com/document/d/1LVFVF3ehGV5RTfvEpvUWso9KGmUG2JqHmW7mJ72qdg0/edit?usp=sharing>

### Week 3

- Descriptions with hair and eye color.
- Size and weight
- Adjectives and characteristics of family members
- BAGS

<https://docs.google.com/document/d/1ig-hTHkizZ7y1rQLyZRCIeSgNo23k2HjFM3XJtpoZQ/edit>

[https://docs.google.com/document/d/1Iq8hceKZC2ZwUx4U\\_lsTtlvF9eP6xaYmX-uFkbUDugg/edit](https://docs.google.com/document/d/1Iq8hceKZC2ZwUx4U_lsTtlvF9eP6xaYmX-uFkbUDugg/edit)

[https://docs.google.com/document/d/1Dg\\_F4s0wfUajZUc\\_TkrLxfDkLVtCZk-aQzFm8lGjDCg/edit](https://docs.google.com/document/d/1Dg_F4s0wfUajZUc_TkrLxfDkLVtCZk-aQzFm8lGjDCg/edit)

#### **Week 4 animals ( domestic, farm, wild animals)**

[https://docs.google.com/document/d/1llov41FjUH9wCZ\\_ZW9\\_oMBJ0yEeSnKq19AkWcb--yao/edit](https://docs.google.com/document/d/1llov41FjUH9wCZ_ZW9_oMBJ0yEeSnKq19AkWcb--yao/edit)

[https://docs.google.com/document/d/1ygw\\_jKq1ASnlyaoaslrFTELMfiBb247CQXSIKFrkVYA/edit?usp=sharing](https://docs.google.com/document/d/1ygw_jKq1ASnlyaoaslrFTELMfiBb247CQXSIKFrkVYA/edit?usp=sharing)

[https://docs.google.com/document/d/1e5525\\_agOzrcCeKbyfKh3OCajnVjSL9idzhs\\_mmqSIU/edit?usp=sharing](https://docs.google.com/document/d/1e5525_agOzrcCeKbyfKh3OCajnVjSL9idzhs_mmqSIU/edit?usp=sharing)

#### **Week 5 and 6 : jobs and professions (les métiers)**

- Describe jobs and fill in chart related to same jobs in masculine vs feminine
- Questions and answers for my mom/dad /is are ... works at...
- I want to be.....
- Journal write: 'La Profession de Mes Rêves' Students tell what they want to do for work and why they are qualified for the job.
- Reading ads about different lines of work-can you guess that profession, writing your own ad

[https://docs.google.com/document/d/17KWpUXh8Qx1QO4bCwG6T2i1aSmNQw51R5Ugsp\\_yviHI/edit](https://docs.google.com/document/d/17KWpUXh8Qx1QO4bCwG6T2i1aSmNQw51R5Ugsp_yviHI/edit)

[https://docs.google.com/document/d/1t2C\\_C7Y-S06u0ChodtNgLcezWVReHnH9uPttKk4uZHc/edit?usp=sharing](https://docs.google.com/document/d/1t2C_C7Y-S06u0ChodtNgLcezWVReHnH9uPttKk4uZHc/edit?usp=sharing)

#### **Week 7 : Origin, nationalities and languages**

- Teacher introduces vocabulary through written list of countries and their nationalities masculine vs feminine countries the difference with worksheet practice by filling in le and la

<https://docs.google.com/document/d/1N1D9I3EJPY9E4CxFOKs3L5m68pVkcAPxrdmrRdh32XA/edit>

<https://docs.google.com/document/d/1O43iVtaLgVJCx85xI7VFpjiYL6iAGxPahBLumR8Gz9E/edit?usp=sharing>

## **Week 8 : countries and prepositions before countries**

Recycle French names and where people come from with verb venir (conjugations)

Which country would you like to visit?

Watch video on verb aller by filling in conjugations

[https://docs.google.com/document/d/1sP\\_nLKCFVAiCvB\\_bAJ3G1Ec6bpI4mKcHj8pWWrR0QSE/edit](https://docs.google.com/document/d/1sP_nLKCFVAiCvB_bAJ3G1Ec6bpI4mKcHj8pWWrR0QSE/edit)

<https://docs.google.com/document/d/1sR20qnMk2MvHpaUkz7T43uoexFIEI9tmwemeswQ29g0/edit?usp=sharing>

<https://docs.google.com/document/d/1uaWTUeFAZH-eivzk2jvZRaF-ItyvtqOOaRVt3JAKmhE/edit?usp=sharing>

### **Modifications**

#### **How are the activities modified/differentiated? (i.e.: abridged text)**

- Repeat and rephrase directions
- Verbal cues as reminders to stay on task
- Reduce volume of the assignment
- Keep questions in the order for any reading comprehension activity
- Break material into small parts
- Allow students to work with responsible partner
- For crosswords, provide word banks
- Use a highlighter or marker to identify key words, phrases, or sentences

## Specific Resources for Unit

### Specific Resources for Unit

#### Attached Affirmative Action Compliance Checklist

Videos and worksheets.

Children's Book: le livre des bruits

Newspapers and periodicals.

Maps.

Photos.

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher created Google slide

C'est à toi by EMC Paradigm

Chemins

## Diversity, Equity, & Inclusion

### Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

## **Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards**

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Use of technology throughout lessons on a daily basis

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

### **Climate Change Education**

<b>ClimateChange Education</b>	
<b>Enduring Understandings/Core Ideas</b>	<b>Performance Expectations</b>
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	

Understand simple weather expressions on a daily basis.