

Unit 05: Chez Moi

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 5

| | |
|----------------------------|-----------------|
| Unit Title: | Chez Moi |
| Suggested Duration: | 4 weeks |

Interdisciplinary Connections

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

Sociology: cultural differences

Geography: housing in different regions of France

ELA: prepositions of location

Reading: classified ads

Musique: Florent Pagny

Technology Integration

| Technology Integration |
|--|
| Northern supports the integration of the SAMR Model : 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 careers.

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
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.francaisavec pierre.com/> Français avec Pierre
9. Frank Sprog <https://www.franksprog.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 écrite orale grammaire et vocab tous les niveaux)
21. 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/l'imparfait/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
30. many dossier /topics that has combined various websites from different websites
<https://ticsenfle.blogspot.com/>
31. https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg Ccube academy (Conversational French beginner and intermediate)
32. <https://coffebreaklanguages.com/coffebreakfrench/> 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

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

STAGE I Desired Results

Objective (Transfer)

Students will be able to independently use their learning to...

- Describe their home and other dwellings: size , rooms, and partitions
- Label and list furniture and accessories.
- Read and understand Real Estate advertisements
- Compare and contrast cultural differences

Mastery

Enduring Understanding

Students will understand that...

- An ability to communicate in another language fosters a better understanding of my own language and culture.
- 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

Essential Questions

- What makes our families different?
- How where we dwell influence our mode of living?
- What are some cultural differences and similarities between the U.S. and the French family lifestyle?
- What are my contributions to society starting with responsibilities at home and in school?

Acquisition

Students will know . . .

- Key vocabulary related to types of housing such as maison , appartement maison mobile, maison de vacances.

Students will be skilled at . . .

- Understand the difference between en bas and en haut

- Review vocabulary pertaining to partition of the house, such as : étage, rez de chaussée, cave, grenier, pièce, toilettes, salle de bains, cuisine, salon, séjour, salle à manger, bibliothèque, chambre, entrée, garage, jardin, balcon...

- Review vocabulary related to furniture such as : lit, armoire, garde-robe, commode, tapis, store, rideau, bureau, fauteuil, canapé, table, chaise, lampe, cadre, tableau, vitrine, bibliothèque, étagère, frigo, cuisinière, micro-onde, lavabo, lave-vaisselle, machine à laver...

- Review expressions and vocabulary with their abbreviations necessary to understand a real estate advertisement such as: à louer (AL), à vendre (AV), sous-sol aménagé (SSA),...

- Review and learn new cultural differences in dwellings:

- Paris is very old and has a lot of apartments that are not equipped with AC or heaters.

- First floors are equivalent to 2nd floor in the US.

- Elevators of apartments are old fashion and have open views with wired screens.

- Bathrooms can be unisex and labeled W.C. (water closet) and most of the bathrooms at home have bidets.

- Labeling and identifying partition of the house, such as : étage, rez de chaussée, cave, grenier, pièce, toilettes, salle de bains, cuisine, salon, séjour, salle à manger, bibliothèque, chambre, entrée, garage, jardin, balcon...

- Labeling and identifying furniture such as : lit, armoire, garde-robe, commode, tapis, store, rideau, bureau, fauteuil, canapé, table, chaise, lampe, cadre, tableau, vitrine, bibliothèque, étagère, frigo, cuisinière, micro-onde, lavabo, lave-vaisselle, machine à laver...

- Recognizing and interpreting abbreviations necessary to understand a real estate advertising such as: à louer (AL), à vendre (AV), sous-sol aménagé (SSA), feu ouvert (FO)...

- Demonstrating the differences in dwellings:

- Paris is very old and has a lot of apartments that are not equipped with AC or heaters.

- First floors are equivalent to 2nd floor in the US.

- Elevators of apartments are old fashioned and have open views with wired screens.

- Bathrooms can be unisex and labeled W.C. (water closet) and most of the bathrooms at home have bidets.

- Instead of a washcloth French use a bath mitt.

- Closets are not built-in but a separate piece of

| | |
|--|--|
| <ul style="list-style-type: none"> • Instead of a washcloth French use a bath mitt. • Closets are not built-in but a separate piece of furniture. • Like in any big city the rent is very expensive • Homes at the borders of neighboring countries have their own specific charm and unique structural look like the stone and brick facades in the North and, dark wood and stucco front with sloped roofs in Normandy. In the south of France houses have flat roofs made of reddish tiles to protect them from the heat of the sun | <p>furniture.</p> <ul style="list-style-type: none"> • Like in any big city the rent is very expensive • Homes at the borders of neighboring countries have their own specific charm and unique structural look like the stone and brick facades in the North and, dark wood and stucco front with sloped roofs in Normandy. In the south of France houses have flat roofs made of reddish tiles to protect them from the heat of the sun. |
|--|--|

STAGE II Assessment Evidence

| STAGE II Assessment Evidence | |
|--|--|
| Practice | Assessments |
| <p>Week 1: House partitions</p> <p>https://drive.google.com/open?id=1RjrRWoVlfhS_sleHKzH5T2rSv9-38BPG7fM6kxRFmNg&authuser=0 (PowerPoint)</p> <p>http://www.laits.utexas.edu/fi/html/toc/08.html</p> <p>(listening activity)</p> <p>https://learningapps.org/watch?v=pbsg724kc16 (labeling activity)</p> | <p>Assessment #1:</p> <p>https://docs.google.com/document/d/1y68Qr0kbWaSEb_odqnvG-VXk1lvPvBUpxWR1yQaVkl1/edit</p> |

https://drive.google.com/a/nburlington.com/file/d/1VK5VLX1rl-NIJD74uzgbYKudKP-kDc8s/view?usp=drive_web&authuser=0

https://drive.google.com/a/nburlington.com/file/d/1ds33LZimP38r4z69ftilf7iLCfmkG8J1/view?usp=drive_web&authuser= (reading activity)

Week 2 and 3 : Furniture/Prepositions of Location

http://www.flevideo.com/fle_video_quiz_beginning.php?id=6988

La maison de Marine, Alice et Paul (Listening activity)

https://docs.google.com/a/nburlington.com/document/d/1nE9k1ms3flgLW2J506i4se_dAKRLVVR94z2PNUg8Jo/edit?usp=drive_web&authuser=0

(wks answering questions on listening activity Marine, Alice e Paul)

<https://drive.google.com/file/d/1M1FPxopDLJxNWlyCiER6GSvZ1B8vVkn7/view> (pdf lexique de la maison, label the different partiitions)

<https://drive.google.com/file/d/1M1FPxopDLJxNWlyCiER6GSvZ1B8vVkn7/view> (wks label different partitions)

https://drive.google.com/a/nburlington.com/file/d/1ryVNH4LIF-Yjh8U0vVZ1pRFmOdGUzjDi/view?usp=drive_web&authuser=0

Label and vocabulary on furniture and appliances

https://docs.google.com/document/d/15pI-cQ-NI9rJRBGQNs4ag_3rK0pHfRXRPMk5ZNEAvjk/edit La maison de Ben
(reading)

Listening comprehension activities

TV5

https://apprendre.tv5monde.com/fr/exercice/4970?id_serie=12351&nom_serie=vocabulaire_les_objets_dans_un_logement&niveau=a1_debutant&exercice=1

https://apprendre.tv5monde.com/fr/exercice/11175?id_serie=12351&nom_serie=vocabulaire_les_objets_dans_un_logement&niveau=a1_debutant&exercice=2

https://apprendre.tv5monde.com/fr/exercice/11176?id_serie=12351&nom_serie=vocabulaire_les_objets_dans_un_logement&niveau=a1_debutant&exercice=3

https://apprendre.tv5monde.com/fr/exercice/3294?id_serie=12351&nom_serie=vocabulaire_les_objets_dans_un_logement&niveau=a1_debutant&exercice=4

Liveworksheets on furniture

<https://www.liveworksheets.com/hd1959485oq>

<https://www.liveworksheets.com/bc1851228dt>

<https://www.liveworksheets.com/ag1267733jd>

Song of Florent Pagny: ma liberté de penser

Listening activity and application on furniture

https://www.youtube.com/watch?v=-4E_b-eGeOU

Wks

<https://docs.google.com/document/d/1VKbVvfJxpRKDs65I5Pp8f1Ev2DT04DX8dZDpw4xs9EM/edit>

Week 4: Ads

<https://schoolshape.com/worksheet/00000000-0000-0a07-0000-000000000a07/answer/455422f4-d0cc-43a5-bd44-58858112d05d>

Listening : Schoolshape

<https://docs.google.com/document/d/1bITUi8y94OGDaKybvdpgrhQAfnortKL6hDXtE1h7V-I/edit> wks on listening school shape

<http://enseigner.tv5monde.com/fle/chez-moi-716> TV5 listening chez moi

https://docs.google.com/a/nburlington.com/document/d/1k1rM_8dfPExpLba8dw5YDN9sMcKQYVqJpwFXSyJV8Q/edit?usp=drive_web&authuser=0 wks questions on listening chez moi

https://docs.google.com/document/d/1rHeD7IdDvpnAx6_xD9j8tvbSxNtaW475v-9GJ60R3Fs/edit Listening and application : chez les Chablier

<https://docs.google.com/document/d/1GmMnNzTtxNpXHjA8Pni1NQiL6VWcDEMkumfZtx7CPE/edit> où sont ces pièces ?

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

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 1: House partitions

- Introduce partitions of a house
- Whats en bas vs en haut
- Go over cultural differences between the US and France
- Where do you live? In a house apartment (building)?
- Review cultural differences with types of housing all over France and francophone countries and dwellings by showing pictures and explaining to students
- Labeling activity
- Journal write for students-where do students live (explain in depth), with whom?

https://docs.google.com/document/d/1OXAuKz_GJGG9U_GflY3nAwO5k5lgcMSbxQYYMnBOwgE/edit?usp=sharing

Week 2 and 3 : Furniture & ads

- Label house and some furnishings using technology device
- Room description with handout of adjectives (small list) and colors
- Prepositions of location review
- assessment #1

<https://docs.google.com/document/d/1W850OQWHVFgkTjveDz4Kxx2genb1opMtblGF9syLk/edit?usp=sharing>

Week 4: Real estate ads & assessments

- recognize abbreviations and guess their meaning
- Read ads and answer comprehension questions

<https://docs.google.com/document/d/1wEwlc423S6p7SWFh74OksX7t13bJ-gxDYVM3ToWwtg/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.

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

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

ClimateChange Education

Enduring Understandings/Core Ideas

Performance Expectations

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 Core Idea and Performance Expectation from NJDOE

| link above.

Understand simple weather expressions on a daily basis.