

# Unit 05: Vivre en ville ou à la campagne

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 5

<b>Unit Title:</b>	<b>Vivre en ville ou à la campagne</b>
<b>Suggested Duration:</b>	<b>3 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<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>
<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>
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Sociology: cultural differences

Geography: using maps and street maps.

Environment: How living in the big city differs from living in small town

## 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 careers.

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

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. Francaisfacile.com [https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=\\_dialogue\\_](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. Niveau avancé voyages en français <http://voyagesenfrancais.fr/?lang=fr#.WuD4RsiUvIU>
16. Tous les thèmes possibles avec plein d'exercices le baobab bleu <https://lebaobabbleu.com/>
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. Des Thèmes en lien avec la littérature <https://littefle.wordpress.com/category/a1/>

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. Cooking website: le journal des femmes <http://cuisine.journaldesfemmes.fr/recette/317747-ratatouille>
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. <http://frenchart.umsl.edu/home/french/> French art of different periods , a painting with narration genre technique artist and history auditive.
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/watch?v=qTB\\_-J6DmlM](https://www.youtube.com/watch?v=qTB_-J6DmlM) Journal en français facile
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent
36. <https://www.youtube.com/hashtag/frenchpod101>
37. <https://innerfrench.com/videos/>
38. <https://www.youtube.com/watch?v=3bvD1bMaBsA> Le Monde des Titounis
39. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
40. <https://www.commeunefrancaise.com/welcome?youtube> Comme une française

## **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.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.
- 7.1.NH.IPRET.8: Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
- 7.1.NH.IPERS.6: Using information from brief oral and written messages on global issues and exchanging information with classmates and others about global issues, including climate change.
- 7.1.NH.PRSNT.6: Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.

### **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.NH.7.1.NH.IPERS	Interpersonal Mode of Communication
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET	Interpretive Mode of Communication
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT	Presentational Mode of Communication
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
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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

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<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>• Describe their town ( location, specialties, special features...)</li> <li>• Label and list the different places in a town.</li> </ul>

- Ask and give directions around town.
- Describe their favorite town to visit during a vacation and state why.
- Compare and contrast the big city to the countryside.

***Mastery***

Enduring Understanding

*Students will understand that...*

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

Essential Questions

- What makes our towns different?
- How do we influence our mode of living?
- What are some differences and similarities between living in a metropolitan city and the countryside?

***Acquisition***

*Students will know . . .*

- Key vocabulary related to the wind rose with the four cardinal directions.
- Key vocabulary pertaining to streets and blvd and avenues.
- Key vocabulary pertaining to places and

*Students will be skilled at . . .*

- Locating where they town in relation to the metropolitan cities using the four cardinal directions.
- Listing the different streets and avenues...

monuments in a town/city.

- Key vocabulary pertaining to visiting places and explaining the specialty and special features of a city/town.

- Key vocabulary pertaining to asking and giving directions around town.

- Conjugation in the present indicative mood and the imperative mood of the regular and irregular verbs, such as: prenez, tournez, sortez, descendez, allez tout droit etc...

- Conjugation in the near future of some regular and irregular verbs using aller + infinitive .

- Comparing and contrasting life in the big city versus living in the countryside .

- Listing and labeling the different places to visit in a city/town.

- Asking and giving directions around the city/town.

- Conjugating in the present indicative mood and the imperative mood of the regular and irregular verbs, such as: prenez, tournez, sortez, descendez, allez tout droit etc...

- Conjugating in the near future of some regular and irregular verbs using aller + infinitive .

- Comparing and contrasting different living areas .

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<b>Online videos and tutorials on asking and giving directions around town</b>	<b>Listening to directions and giving directions around town</b>
<b>Song to review the places in a town:</b>	

<https://www.youtube.com/watch?v=3zRAjXA8uJg>

**Tutorial video on directions around town:**

<https://www.youtube.com/watch?v=WoZ4IW9fWno>

**Lexique utile**

**Indiquer le chemin**

<https://www.youtube.com/watch?v=Qt8UEFnq-zM>

**Demander et indiquer**

<https://www.youtube.com/watch?v=dGlhOgHcQ0Q>

**Easy French itinéraire**

[https://www.youtube.com/watch?v=INoRYq\\_bbjw](https://www.youtube.com/watch?v=INoRYq_bbjw)

**Comparing and contrasting city life to the countryside**

[Vivre en ville ou à la campagne](#)

[Tableau à compléter pour comparer la ville à la campagne](#)

### **Modifications**

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

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)

- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

### STAGE III Learning Plan

STAGE III Learning Plan
<p><b>Organize plan by weeks</b></p> <p><b>Week 1: “Ma ville”</b></p> <ul style="list-style-type: none"> <li>• Learn new vocabulary in order to describe the specialties and special places in my town as well as locating my town in relation to the metropolitan cities.</li> <li>• Read short texts from scholastic magazines for enriched vocabulary.</li> </ul> <p><b>Week 2: Où se trouve? Demander et indiquer des directions</b></p> <ul style="list-style-type: none"> <li>• Learn essential questions and answer directions around town.</li> <li>• Use streets map to find the way and the coordinates of a place.</li> </ul> <p><b>Week 3 : Rat de ville et rat des champs</b></p> <ul style="list-style-type: none"> <li>• Read the fable of Rat de ville et rat des champs by La Fontaine and then compare and contrast the city life to the countryside</li> <li>• Establish a comparative board to describe differences and similarities when living in a big city versus the countryside</li> </ul>
Modifications
<b>How are the activities modified/differentiated? (i.e.: abridged text)</b>

### Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher created google slides

C'est à toi by EMC Paradigm

School appropriate films

## **Diversity, Equity, & Inclusion**

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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 <u>Core Idea and Performance Expectation</u> from NJDOE link above.	

Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Francophone countries