

Unit 03: La famille (révision) Les fêtes et les traditions

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	La famille (révision) Les fêtes et les traditions
Suggested Duration:	7 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: comparing cultures and holidays

History: dates and origin of cultures

Geography: location of countries on the map.

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

<http://www.youtube.com/watch?v=R0Qk6dTdN4Y&feature=related> Bonne Journée

Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Studiodefances.com: http://www.studiodefances.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=3bvDlbMaBsA> 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/français-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://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

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.
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

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<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Describe major Holidays in the French speaking countries. • Compare and contrast cultures in regard to Holidays and traditions. • Give opinion about discussed topic • Express like and dislike • Review family unit (family members, describing people and clothing, characteristics, origin and nationality, profession, animals) 	
<i>Mastery</i>	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Communication is the ability to understand and be understood in real world contexts. • Language and culture are mutually independent. 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • What distinguishes my family customs from another? • How do origin and nationality tell about me? • What can we learn about others when understanding the meaning of their celebrations

<ul style="list-style-type: none"> • 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. 	<p>and holidays?</p>
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Acquisition

<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • <i>Key vocabulary pertaining to holidays such as : un cadeau, une fête, une boum, une soirée, une nuit blanche, le feu d'artifice, le défilé, le ballon, la carte de vœux, Noël, l'Action de Grâce, la dinde, les huîtres, le réveillon de la Saint Sylvestre...</i> • Verb conjugation of irregular verbs <i>offrir, ouvrir, recevoir, vouloir, pouvoir, falloir, and devoir</i> in the present indicative mood. • The comparative and superlative of adjectives. • The negation: <i>ne...plus, ne...jamais, ne...rien, and ne...personne</i> and the respective expressions <i>toujours, souvent, quelque chose, quelqu'un.</i> • Conjunctions of coordination and 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • Write and respond to an invitation for a birthday party or holiday or any other special occasion (Accept or refuse). • Answer the phone and ask for someone, invite someone for a special celebration over the phone. • Give telephone numbers and addresses. • Conjugate irregular verb <i>falloir, vouloir, devoir, offrir, recevoir and devoir</i> in the present indicative mood. • Sequence events using conjunctions of coordination, adjectives, adverbs and transitional words. • Compare things, people and events using the comparative and superlative of adjectives.
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transitional words.

- Some major holidays celebrated in the French speaking countries such as: “*La Toussaint*”, “*Noël*” “*Le Nouvel an*” “*Ramadan*” ...

- Key vocabulary related to family unit (French I)

- Apply the negative forms: *ne...plus*, *ne...jamais*, *ne...rien*, and *ne...personne* with respective expressions such as *toujours*, *souvent*, *quelque chose*, *quelqu'un*.

- Compare and contrast Holidays and traditions in the U.S. and European francophone countries (Thanks Giving, Christmas, Ramadan)

- Compare traditions and customs related to special food/dishes served during these Holidays

- Compare traditions and customs related to dress up and clothing.

- Compare traditions related to symbols and gifts.

STAGE II Assessment Evidence

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Practice	Assessments
<u>Week 1: Saint Valentin - Begin review of family unit</u>	<u>Interpersonal assessment with rubric: describe themselves and another classmate (physical appearances, characters</u>
<u>la famille de Catherine Lardan . Learn new negations</u>	
La Saint Valentin	

[Liveworksheet : La Saint Valentin](#)

[Google document: origine de la Saint Valentin](#)

[Online activity: expressions du coeur](#)

La famille

[Youtube une famille moderne \(Fle video\)](#)

[Liveworksheet : une famille moderne](#)

[Google document : Ma prof de français : Guess all about her](#)

[Google document: conversation with a classmate about my family](#)

[Google document : family members](#)

[Liveworksheet : family members](#)

[Google document : a family tree.](#)

[Google document : Date of birth and age](#)

Youtube listening comprehension : Audio Lingua

**and
clothing)**

**Assessment :
Countries
and
Nationalities**

**Assessment :
la famille**

**Teacher
copy**

Student copy

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>

[Google document : Describing people: size, hair, eye colors](#)

[Youtube : song Alain Du Lait : MA FAMILLE](#)

[Google document: Catherine Lardan](#)

Week 2 : Describing people , comparing people and review of clothing

Descriptions des apparences, des vêtements et personnalités

[Google slides : review of colors](#)

[Liveworksheet: les couleurs](#)

[Google document : How to describe a person \(table\)](#)

[Google document : describing characteristics \(list of vocabulary English/French\)](#)

[Astérix et Obélix : description physique](#)

[Qui sont les criminels?](#)

[Latitude: décrire une personne](#)

[Latitude: Carole et Virginie](#)

[Latitude: Mon frère et moi](#)

[Google document : reading various texts on family](#)

[Week 3: Describing clothing, colors, the comparisons / Mardi Gras](#)

[Liveworksheet: comparisons](#)

[Mask and trivia questions on Mardi Gras](#)

Liveworksheets for clothing and colors :

[Liveworksheet 1](#)

[Liveworksheet 2](#)

[Liveworksheet 3](#)

[Liveworksheet 4](#)

[Liveworksheet 5](#)

[Liveworksheet 6](#)

[Liveworksheet 7](#)

Week 4: family , personality , interpersonal assessment and origin/nationality review

Individual seatwork during interpersonal assessment .

Liveworksheet on adjectives

Les adjectifs qualificatifs

[Liveworksheet 1](#)

[Liveworksheet 2](#)

[Liveworksheet 3](#)

[Liveworksheet 4](#)

[Liveworksheet 5](#)

Audiolingua listening comprehension: Mes origines

Jamila <https://www.audio-lingua.eu/spip.php?article3354>

Aur lie: mes origines

<https://www.audio-lingua.eu/spip.php?article114>

Adeline: mes origines

<https://www.audio-lingua.eu/spip.php?article122>

[Google document :Nationalities, countries , languages](#)

[Week 5: review of nationalities and countries / \(Junior state testing week\)](#)

[Week 6: professions and conversations .](#)

[Les professions , mon métier de rêve , assessement la famille, le poisson d'avril](#)

Les métiers et les professions

[Google Document :Les professions](#)

[Quizlet : les professions](#)

[Google document: Conversations in pairs](#)

[Assessment : Countries and Nationalities](#)

[Google document: transcript of Parle-moi de ta famille](#)

[Liveworksheet: professions -unscramble the word](#)

[Youtube: Mother and daughter looking at photo album](#)

[Google document: mon métier de rêve](#)

Assessment : la famille

[Teacher copy](#)

[Student copy](#)

Week 7: les animaux domestiques, les animaux de la ferme et du zoo

Les animaux

[Youtube 1: domestic and farm animals with their sounds](#)

[Youtube 2 domestic , farm and zoo animals](#)

Audio lingua: <https://www.audio-lingua.eu/spip.php?article6024>

Audio lingua: Marion et ses animaux

<https://www.audio-lingua.eu/spip.php?article409>

Audio lingua: Aurore mon hamster

<https://www.audio-lingua.eu/spip.php?article395>

PDF: [Les jeunes et les animaux](#)

[Google document qui sont ces animaux ?](#)

C Cube academy vidéo: demander de l'aide

<https://www.youtube.com/watch?v=eGCXJ3CkWvg>

Bon appétit Monsieur Lapin

Teacher's book

https://drive.google.com/file/d/1DFoGjLVNL9sCfULCrAdP1kdG64L_WRYy/view?usp=sharing

[Youtube: le bonhomme de pain d'épices](#)

Traditional African nursery songs on animals :

[Song: le crocodile](#)

[Ekpon Le lion est malade](#)

[Dans la savane](#)

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

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Organize plan by weeks

Holidays discussed and studied during the school year :

-La Francophonie - La semaine nationale du français (trivia and exercises for games)

-La Toussaint/ le jour des morts (NJEA convention week)

-L'Action de Grâce

-Noël en France

-La Saint Valentin et les mots d'amour

-Mardi Gras : Google slide

Mask and trivia questions on Mardi Gras

-le poisson d'avril

-Pâques en France :

Explain Easter in France : <https://www.youtube.com/watch?v=iyPIwwZ7wLY>

Legend of the bells : <https://www.youtube.com/watch?v=OEpZlj4T9U0>

Peppa Pig: le printemps/la chasse aux œufs: <https://www.youtube.com/watch?v=AciELpT19qQ>

Liveworksheet : Pâques en France

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=xr&i=uftfn&r=tr&db=0&f=dzddzcuc&cd=knlimsxezzelzs2ngnngkxkpixg>

Liveworksheet : Pâques

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=vz&i=ucztt&r=si&db=0&f=dzddzcuc&cd=knliygxkgzznpo2ngnngkxkpixg>

Mots cachés

https://drive.google.com/a/nburlington.com/file/d/1G930pgoSYuWPNZZY4K-Hevd306Y3EPoI/view?usp=drive_web&authuser=0

Week 1: Saint Valentin - Begin review of family unit

la famille de Catherine Lardan . Learn new negations

- List family members
- Review the possessive my + family members
- Review of plural nouns of family members
- Review of describing hair and eye color, height and size

Week 2 : Describing people , comparing people and review of clothing

- Show different ways to describe hair and eye colors
- Review colors (gender and number)
- Review clothing and accessories and learn new ones
- Learn the comparative of adjectives (plus/moins/aussique)
- Read comic strip and make one

Week 3: Describing clothing, colors, the comparisons / Mardi Gras

- Practices in liveworksheet and Latitudes to compare adjectives
- Describe and explain the meaning of Mardi Gras

- Create a comic strip to compare two classmates .

Week 4: family , personality , interpersonal assessment and origin/nationality review

- Practices in liveworksheets on personality and characters
- Interpersonal assessment : describing themselves and another classmate
- Review worksheets on nationality and origins

Week 5: review of nationalities and countries / (Junior state testing week)

Week 6: professions and conversations .

Les professions , mon métier de rêve , assesment la famille, le poisson d'avril

- Practice worksheets and quizlet sets to review professions
- Create conversations to talk about own family
- Listen to native speakers describe their families
- Assessment on origin and nationalities

Week 7: les animaux domestiques, les animaux de la ferme et du zoo

- Review animals by practicing worksheets
- Listen to the different sounds animals make and compare to the US
- Draw my animal
- Listen to story books: Bon appétit M. Lapin . Le loup est revenu. Le Bonhomme de pain d'épices .
- Listen to traditional african songs on Youtube . Go over the lyrics .

Modifications

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

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

Children story books

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.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