

Unit 04: La maison et les corvées

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	La maison et les corvées
Suggested Duration:	5 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.

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. Estudiodefrances.com: http://www.estudiodefrances.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.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 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/limparfait/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

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"> • Describe their home and other dwellings: size , rooms, and partitions • Label and list furniture and accessories. • Read and understand Real Estate advertisements: buying, selling, renting. • Describe house chores. • Compare and contrast cultural differences 	
<i>Mastery</i>	
<u>Enduring Understanding</u> <i>Students will understand that...</i> <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. • Learning languages provides connections to additional bodies of knowledge. • Learning languages allows students to realize there are multiple ways of viewing 	<u>Essential Questions</u> <ul style="list-style-type: none"> • What makes our families different? • How does our dwelling 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?

the world.

- Language students have the ability to participate in multilingual communities.

Acquisition

Students will know . . .

- Key vocabulary related to types of housing such as maison (individuelle, en rangée, mitoyenne, jumelée, à étages, de plain pied), appartement (en copropriété), maison mobile, maison de vacances.
- 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), feu ouvert (FO)...
- Key vocabulary and language functions related to chores: conjugation in the present and past of the indicative and the imperative mood of verbs related to house chores such as: laver, ranger, organiser,

Students will be skilled at . . .

- Labeling and identifying types of housing such as maison (individuelle, en rangée, mitoyenne, jumelée, à étages, de plain pied), appartement (en copropriété), maison mobile, maison de vacances.
- 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)...
- Discussing and describing their chores: conjugation in the present indicative and the imperative mood of verbs related to house chores such as: laver, ranger, organiser, mettre, enlever, nettoyer, arroser, faire la vaisselle, faire la lessive, passer l'aspirateur, sortir la poubelle...

mettre, enlever, nettoyer, arroser, faire la vaisselle, faire la lessive, passer l'aspirateur, sortir la poubelle...

- Conjugation in the present indicative mood of the regular verbs pertaining to topics such as: louer, décorer, déménager, emménager...

- Conjugation in the present indicative of the irregular verb vivre.

- Conjugation in the present indicative mood and the imperative mood of stem changing verbs and YER verbs, such as: jeter, nettoyer, balayer...

- 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 floors 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

- Conjugating in the present indicative mood of the regular verbs pertaining to topics such as: louer, décorer, déménager, emménager...

- Conjugating in the present indicative of the irregular verb vivre.

- Conjugating in the present indicative mood and the imperative mood of stem changing verbs and YER verbs, such as: jeter, nettoyer, balayer...

- 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 floors 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 furniture.

- Like in any big city the rent is very expensive

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.

▸ 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
<u>Week 1: "Ma maison" vocabulary on house partitions.</u>	House and furniture
<u>Youtube: Ccube academy: qui sont ces gens?</u>	<u>Teacher's copy</u>
<u>Google document: review vocabulary from past year</u>	<u>Students' copy</u>
<u>Google slide : house vocabulary</u>	House and Real estates Ads
	<u>Teacher's</u>

[Audio lingua : Léa describes her parents house](#)

[copy](#)

[Google document : la maison de Sabine](#)

[Student's
copy](#)

[Procedure to describe a home](#)

Les corvées

Liveworksheets to practice house vocabulary and partitions

[Liveworksheet 1](#)

[Liveworksheet 2 \(floors and ordinals\)](#)

[Liveworksheet 3 \(sophie describes her grandparents aptmt\)](#)

[Liveworksheet 4 \(ma maison idéale\)](#)

[Liveworksheet 5 \(la maison idéale\)](#)

[Youtube: Cube academy : la visite de l'appartement\)](#)

[Google document : list of vocab on furniture](#)

[Google document : Crossword on furniture](#)

[Google document: la visite de la chambre \(podcast français facile\)](#)

[Google document: varied minu texts: chez moi](#)

La visite de la maison de deux ados

<http://enseigner.tv5monde.com/fle/chez-moi-sequence-78>

Mme le Meusse takes us on a tour in her house (rooms and furniture)

<http://www.laits.utexas.edu/fi/html/toc/08.html>

La visite de la maison de John

<http://www.frenchtoday.com/blog/une-description-de-notre-maison-part-2>

[Audiolingua: ma maison de vacances](#)

Week 2 : Real estate advertisements: reading comprehension and different cultural aspects, how to rent a room, appliances and furniture

Renting an apartment

Lexique

[Google document: Lexique dans une agence immobilière](#)

Renting an apartment

<https://www.youtube.com/watch?v=200ju9pB-PU&t=3s>

Liveworksheet : [Apartment ads to read and understand](#)

[Google document: Real estates Ads](#)

[Youtube: Cube academy :comment louer un appartement](#)

[Google document: Match up the person to the perfect Ad](#)

[Find your perfect roommate and justify your choice](#)

Assessment : House and Advertisements

[Youtube conversation with a real estate agent : Le baobab](#) : dans une agence

wkst: vrai /faux on listening le baobabbleu.

<https://drive.google.com/open?id=1mGePTjNHlcxm9Q8TuHXZjkbQqvDeIFT-&authuser=0>

[Podcast français facile : conversation dans une agence](#)

Wkst on conversation podcast français facile:

<https://drive.google.com/open?id=1CqqUCFX40tddfxWO20xzpAOp64ibQzYV&authuser=0>

[Week 3: « Ma chambre et ma salle de bains » vocabulary on bedroom and bathroom.](#)

[Stanislas describes his house and bedroom](#)

[Procedure to describing a bedroom](#)

[Ma chambre bizarre](#)

[Ma propre chambre](#)

[Week 4 and 5 : les corvées](#)

[Tutorial video and vocabulary](#)

[Les tâches ménagères](#)

[Les tâches ménagères Blues](#)

[John Demado: je peux sortir?](#)

[Gros minet fait les corvées](#)

[Les outils de ménage](#)

[PDF le monde de Lucas](#)

[Practices in c'est à toi - conversation unit 4B](#)

Youtube : français interactif unité 8 (maison) interview (Frank, Stephanie, Melanie).

<http://www.laits.utexas.edu/fi/html/toc/08.html>

Youtube: une famille française : les tâches ménagères.

https://www.youtube.com/watch?v=_zOdTl_qHCc

Questions on the video une famille française

https://drive.google.com/open?id=1dyPh2FYRjpkPIxFsu7ShqLV04FGPB89ARhnrwI9_qwV

[g&authuser=0](#)

[Allociné Cendrillon](#)

[Zen restons zen video](#)

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

Organize plan by weeks

[Week 1: “Ma maison” vocabulary on house partitions.](#)

- Review vocabulary on house partitions and different homes: flashcards, games, worksheets.
- Read short texts from scholastic magazines for enriched vocabulary.

[Week 2 : Real estate advertisements: reading comprehension and different cultural aspects, how to rent a room, appliances and furniture](#)

- Students will read and interpret authentic real estate’s ads.
- Engage in mini conversations to express like and dislike of some advertised homes and apartments.
- Complete worksheets.
- Watch YouTube mini scenarios about the topic.

Week 3: « Ma chambre et ma salle de bains » vocabulary on bedroom and bathroom.

- Review vocabulary on furniture in bedrooms and bathroom fixtures: flashcards, games, worksheets.
- Read short texts from scholastic magazine for enriched vocabulary: ,ma pièce préférée
- Teacher created google slides on furniture.
- Engage in mini conversations to describe their bedroom, tell whether it is neat or messy, whether they share with other siblings, and the view out of the window...
- Make a floor plan of their bedroom and label all furniture.
- Ma propre chambre : liveworksheet

Week 4 and 5: “Les corvées” vocabulary on chores.

- Introduce new vocabulary on furniture in kitchen and family room: flashcards, games, worksheets.
- Read short texts from scholastic magazines for enriched vocabulary.
- Teacher created a google slide on furniture.
- Introduce new verbs related to chores.
- Engage in mini conversations to describe their responsibilities and chores at home.

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

Ccube academy

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 <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