

Unit 05: Mon enfance

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 5

Unit Title:	Mon enfance
Suggested Duration:	5 weeks

Interdisciplinary Connections

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

Sociology: Compare and contrast cultures.

Business: Applying for a job.

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:

61. Sur Lepointdufle <https://www.lepointdufle.net/>
62. Estudiodefrances.com: http://www.estudiodefrances.com/?page_id=9
63. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
64. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
65. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
66. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
67. Françaisfacile.com <https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=dialogue>
68. <https://www.francaisavec pierre.com/> Français avec Pierre
69. Frank Sprog <https://www.fransksprog.dk/>
70. Gabfle <http://gabfle.blogspot.com/>
71. Audio Lingua (tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
72. Lingua.com (textes for beginners) <https://lingua.com/french/reading/>
73. Schoolshape <https://french-resources.org/>
74. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
75. 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 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
 35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent
 34. <https://www.youtube.com/hashtag/frenchpod101>

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.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.
- 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.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

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

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
FL.IM.7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students’ own culture.
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
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.

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 special moments of their childhood using both the passé composé and the imparfait. • Describe their talents and abilities in making life choices. • Describe the relationship/influence of family members/role models in their life decisions. • Compare and contrast cultural differences.
<i>Mastery</i>

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

- How does our childhood affect our actions in life today?
- How does your childhood affect your choice of idols and model figures in life?
- How do parents' likes and dislikes influence our own decisions in future planning?

Acquisition

Students will know . . .

- **Key vocabulary(old and new) related to family** members and their professions who most likely acted as role models in their growing stages.
- **Key vocabulary related to emotions, talents and abilities** (old and new) such as : *actif, amusant, marrant, sérieux, sportif, courageux, poli, sensible, honnête, dévoué, doué, fort (en), faible, fana (de), aimable, chaleureux, franc, mignon...*

Students will be skilled at . . .

- Describe childhood.
- Describe the origins and nationalities of their ancestors and family members.
- Identify and describe their abilities and talents, character and emotions.
- Describe professions and jobs of family members, relatives and role models who influence their future career choices and

- **Key vocabulary related to musical instruments** such as : *le piano, le violon, la guitare, la trompette, le synthétiseur, la clarinette, les cymbales, la batterie, le saxophone, l'accordéon...*
- **Conjugation of the imperfect tense** to describe habitual and repetitive actions.
- **Difference between the two past tenses: imparfait and passé composé.**
- **Verb conjugation in the present, past and imperfect tense of the indicative of regular and irregular verbs.**
- **Verb conjugation in all learned tenses of the irregular verb: croire.**
- **Verb conjugation of the reflexive verb related to topic** such as: *(s)'intéresser, se perfectionner, s'améliorer...*
- **Formation of regular and irregular adverbs** such as :*franc/franchement, sérieux/sérieusement, heureux/heureusement, gentil/gentiment...*
- **Comparative and superlative of irregular adjectives and adverbs.**
- **Double object pronouns.**
- **Interrogative pronouns** that are a

decisions.

- Ask and give information about the importance of learning French in their career choices.
- Recount, describe and sequence past events using the two tenses: the imparfait and passé composé.
- Compare and contrast their abilities and talents using the comparative and the superlative of adverbs.
- Conjugate the irregular verbs: *vivre* and *croire* in all previously learned tenses. Form questions using correctly the interrogative pronouns.
- Recognize direct and indirect object pronouns and place in the correct order in a declarative, affirmative, interrogative and negative sentence.
- Write in their journal using simple and compound sentences while applying learned vocabulary and language functions.

subject, direct object or object of preposition, such as; *de quoi, qui, qu'est-ce qui, qui est-ce que...*

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
Youtube: how to conjugate the imperfect tense (French with franchisee)	Assessment #1 imperfect tense and passé composé
Google slide explaining the imperfect tense	Assessment #2
Google document: formation and use of the imperfect	Project presentation: Un souvenir d'enfance
Google document : comparison of use of imperfect and pc	
Practice of the imperfect tense	
Cedric se souvient de son enfance	
Liveworksheet : quand je n'étais pas mariée	
Liveworksheet: Charles et Nicole raconte des souvenirs d'enfance	

[Song :on savait](#)

[A l'école , quand je vivais a Tour, quand j'allais a l'école , quand j'étais petit](#)

[La coupe du monde](#)

[9/11 incidents , what each one was busy doing?](#)

[Google document : Comparative table of the adverb list for imparfait and PC](#)

[Les filles de Fournier](#)

[Blanche neige](#)

[Clark Kent and Lois](#)

[Un jour ma famille a déménagé](#)

[Vendredi matin](#)

[Nathalie et Raoul](#)

[François dans le métro](#)

[Google document : quelle soirée](#)

[Google document: le rêve de Papaconstantino](#)

[Google document : le facteur](#)

[Google document : vendredi matin](#)

Liveworksheet practices on Passé composé and imparfait

[Liveworksheet 1](#)

[Liveworksheet 2](#)

[Liveworksheet 3](#)

[Liveworksheet 4 \(la rencontre\)](#)

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

Week 1-3 : “mon enfance” (my childhood). “.

- Introduce the imperfect tense:habitual and repetitive.
- Teacher created google slide to describe her childhood using the imperfect tense expressing “used to be”
- Conjugate the regular/irregular verbs in the imperfect tense.
- Review adverbs and introduce the formation of irregular adverbs.
- Take notes, review vocabulary/ structure and complete teacher created worksheets related to topic. : à l’école, cédric , liveworksheet conjugation of imperfect tense

Week 4-5 assessment project presentation : Un souvenir d’enfance

- Students presentations

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 google slides

School appropriate films

Une fois pour toute Hale Sturges II, Linda Cregg Nielsen, Henry L. Herbst.

C’est à toi textbook Paradigm

APprenons

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.