

Unit 03: La vie quotidienne et la routine

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 3

Unit Title:	La vie quotidienne et la routine
Suggested Duration:	15 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: 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:

31. Sur Lepointdufle <https://www.lepointdufle.net/>
32. Estudiodefances.com: http://www.estudiodefances.com/?page_id=9
33. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
34. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
35. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
36. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
37. Françaisfacile.com https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue_
38. <https://www.francaisavec pierre.com/> Français avec Pierre
39. Frank Sprog <https://www.franksprog.dk/>
40. Gabfle <http://gabfle.blogspot.com/>
41. Audio Lingua (tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
42. Lingua.com (textes for beginners) <https://lingua.com/french/reading/>
43. Schoolshape <https://french-resources.org/>
44. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
45. 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://francais.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/francais-lecture.html> Livres (lectures) gratuits et activités/jeux interactifs.
29. Ideas 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 their dwelling by reviewing the unit on the house (rooms, and partitions).• Describe the interior of a house by reviewing the vocabulary on furniture and accessories.• Describe daily chores, their responsibilities at home and at school by reviewing the vocabulary on

Chores.

- Describe daily routine and compare/contrast with the daily routine of a French teen.
- Compare and contrast the syntax and grammar parts in both languages (French and English) when using the new reflexive form of verbs and object pronouns.

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 families different?
- 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?
- Why do reflexive verbs challenge the American students who are learning French?

Acquisition

Students will know . . .

- Review Key vocabulary related to house, real estate ads, and furniture. Review key vocabulary and language functions related to chores.
- Review adverbs expressing frequency, sequencing, and time .

Students will be skilled at . . .

- Compare and contrast their house with that of a classmate and compare them with houses in France.
- Write a short descriptive paragraph about their house.

- Review the time of the day (morning, noon, afternoon, night, evening, midnight) and tell the exact time.
- New key vocabulary related to routine such as; *la vie quotidienne, la routine, un jour typique, se lever, se réveiller, se préparer, se laver, se maquiller, se raser, s'habiller, se brosser, se peigner, se dépêcher, se précipiter, se déshabiller, se coucher, s'endormir, prendre son petit déjeuner...*
- Grammar related to topic: reflexive verbs and object pronouns.
- What is a reflexive verb and how does it work?

Reflexive verbs need a reflexive pronoun which is not evident in English but they have the equivalent meaning of oneself and each other:

Je me lève = I get up

Je me regarde = I look at myself.

Nous nous regardons = We look at each other.

- Conjugation in the present and past of the indicative and the imperative mood of reflexive verbs such as; *se réveiller, se lever, se préparer, se brosser, se dépêcher, se raser, se maquiller, se laver, se peigner, s'habiller, se déshabiller...*

- Listen to short conversations and answer questions of comprehension.
- Write a short descriptive paragraph about their daily routine and responsibilities at home and at school.
- List and discuss their responsibilities and chores at home and in school.
- Conjugate regular and irregular verbs in the present indicative, imperative mood, and passé composé.
- Recognize and apply the reflexive verb in the present indicative, imperative mood, and passé composé (daily routine verbs).
- Use the preposition *de* with plural adjectives.
- Recognize and apply the direct, indirect object pronouns and stress pronouns.
- Distinguish between direct and indirect object pronouns in English and French when using some verbs, such as; *téléphoner, demander, ressembler, attendre, écouter...*
- Use various old and new negations such as; *ne...pas/ne...plus/ne...jamais/ne... rien/ne... que/ne...ni...ni/ ne...personne.*
- Use different ways for interrogative sentences

- Reflexive verbs(R) that are used in non-reflexive forms(NR) such as; *Je me réveille (R) versus elle me réveille (NR)*.
- Reflexive verbs in affirmative/negative sentences.
- Idioms with verb *être* such as; *être en train de*.
- The near past tense with *venir de*+infinitive
- De + plural adjective.
- Direct and indirect object pronouns.
- Stress pronouns.
- Cultural differences between the daily routine of a teen in the US and a teen in France based on the school system.

such as; *intonation, est-ce que, n'est-ce pas, and inversion.*

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
Week 1: introduction of the passé composé to	

express past events

Liveworksheet : Avoir + ER

Liveworksheet : Avoir + IR

Liveworksheet : Avoir +RE

liveworksheet avoir +er/ir/re /negation/ translation

Liveworksheet: avoir + verbes reguliers / eu + vu

Liveworksheet : pc with regular verbs

Week 2: continue practicing the past tense to describe past events using different irregular past participles and the two verbs with être aller ,rester, and sortir .

liveworksheet : many avoir + reg. Pp / rester and aller

liveworksheet : avoir + reg. PP

Liveworksheet :Review present tense of vouloir, devoir, pouvoir

Liveworksheet : avoir + irregular pp .

Week 3: continue practicing and adding more irregular past participles and verbs taking être .

Assessment #1

Routine verbs listening comprehension

Assessment #2

Interpersonal assessment one on one about : morning routine/ past events / chores at home

Rubric

Assessment # 3

sentences from the mariage de Jaqueline

Assessment # 4

Les pronoms objet du verbe

Thanksgiving

Week 4: Introduction of reflexive verbs and practices of pc with être

liveworksheets pc with être - conjugaison des verbes

Liveworksheet pc with être liste de verbes

Liveworksheet pc with être multiple choice

Practice in liveworksheets : pc avec être

Liveworksheet 1

Liveworksheet 2

Liveworksheet 3

liveworksheet : Practice choosing the correct helping verb

Liveworksheet: choose the correct helper and write the pp form

Week 5: Introduction of the entire list of routine verbs : la vie quotidienne

PDF C'est à toi : la vie quotidienne

[Youtube: Trotro fait sa toilette](#)

[Youtube: Marilou trois fois par jour](#)

[Youtube: Elise raconte sa routine quotidienne](#)
(Ccube academy)

Week 6: reading and listening comprehension of daily life

[Liveworksheet : la journée de Sylvie](#)

[Youtube: la routine d'Hélène](#)

[Liveworksheet on la routine d'Hélène](#)

[Liveworksheet on routine: varied listening and reading comp](#)

Week 7: Review of chores and routine / Christmas activities

[Liveworksheet : ma routine \(present \)](#)

Liveworksheet : routine et corvée

[Liveworksheet 1](#)

[Liveworksheet 2](#)

[PDF: C'est à toi : faisons le ménage](#)

[Christmas in France avec FLO :](#)

[Vocabulaire de Noel : liste anglais/francais](#)

Liveworksheet: Lexique de Noel

<https://www.liveworksheets.com/sv1418451ex>

<https://www.liveworksheets.com/fv1462273xi>

<https://www.liveworksheets.com/vj1423674zh>

<https://www.liveworksheets.com/at2590466gx>

Trotro

<https://www.youtube.com/watch?v=qTsUTOq4Otw>

Peppa pig :3 episodes

<https://www.youtube.com/watch?v=G42ifkRAPK0>

Peppa pig : le sapin de Noel

<https://www.youtube.com/watch?v=65RwSPIFnIc>

[Week 8: la journée d Viviane \(present tense- to past tense\)](#)

[PDF: la journée de Viviane](#)

[Week 9: une journée typique dans ma vie \(présent et passé composé\)](#)

[La routine d'Hugo](#)

Jacques Prévert: déjeuner du matin

<https://www.youtube.com/watch?v=I4YoBuJCbfo>

poem

<https://www.youtube.com/watch?v=MalR-e4IgAs>

[Week 10: interpersonal assessment and liveworksheet practices of verbs in pc and routine with reflexive verbs](#)

[Week 11: additional practices on verbs that take both helper. Assessment](#)

- [La journée de Marta](#)
- [Le mariage de Jacqueline](#)

[Week 12: La Saint Valentin - Practice of the COD pronouns in various sentences](#)

- [Introduce the pronouns COD and their rules: texte en ville](#)
- Various liveworksheet for practices

[Liveworksheet 1](#)

[Liveworksheet 2](#)

[Liveworksheet 3](#)

[Liveworksheet 4](#)

[Liveworksheet 5](#)

[Liveworksheet 6](#)

Week 13: review and apply the COD pronouns and learn the pronom EN

- Practice additional sentences with different tenses (present/ past/ infinitive / imperative)

[Liveworksheet 1](#)

[Liveworksheet 2](#)

[Liveworksheet 3](#)

[Audio surlepointdufle](#)

- Introduce the pronom EN and compare with the COD (le/la/les)

Week 14: Introduce the indefinite pronoun EN and compare with COD - Mardi Gras

- [Mardi Gras : Google slide](#)
- [Mardi Gras: Trivia questions](#)
- Indefinite pronoun EN

[Liveworksheet 1](#)

[Liveworksheet 2](#)

[Liveworksheet 3](#) (COD and EN)

[Liveworksheet 4](#)

[Liveworksheet 5](#)

Week 15: Introduce the indefinite Y, STRESSED PRONOUNS, and COI

- Liveworksheet practices on all pronouns

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: introduction of the passé composé to express past events

- Introduce the passé composé of regular ER, IR and RE

- Introduce 4 irregular past participles : avoir, être, prendre, voir
- Practice exercises in liveworksheets

Week 2: continue practicing the past tense to describe past events using different irregular past participles and the two verbs with être aller ,rester, and sortir .

- Introduce aller, sortir and rester with être. Add the two irregular pp such as : faire, lire. Describe their past week-end (write their sentences on the board)

Week 3: continue practicing and adding more irregular past participles and verbs taking être . Thanksgiving

Week 4: Introduction of reflexive verbs and practices of pc with être

Week 5: Introduction of the entire list of routine verbs : la vie quotidienne

Week 6: reading and listening comprehension of daily life

- La routine d'Elise
- La routine de Sylvie
- La routine d'Hélène
- La routine de Jean

Week 7: Introduction of chores and routine / Christmas activities

les corvées : varied practices

- Write the routine verbs in affirmative and negative forms
- Write the routine verbs in present and passé composé

Week 8: la journée d Viviane (present tense- to past tense)

- Read la journée de Viviane
- Write their own paragraph by imitating the day of Viviane and learn new reflexive verbs .
- Assessment: les corvées (vocabulary and sentences)

Week 9: une journée typique dans ma vie (présent et passé composé)

- Write their own paragraph (imitating la journée de Viviane) au passé composé
- Read la routine d’Hugo and change form present to past
- Read la routine de Théo and change from present to past
- Listen and read “ mon week-end passé” and recognize different verbs in the past tense (avoir/ être + PP and reflexive verbs)
- Be able to differ the meaning and the past formation of same verbs changing forms from reflexive to not reflexive

Week 10: interpersonal assessment and liveworksheet practices of verbs in pc and routine with reflexive verbs

Week 11: additional practices on verbs that take both helper. Assessment

- La journée de Marta
- Le mariage de Jacqueline
- Assessment (PC with varied verbs)

Week 12: La Saint Valentin - Practice of the COD pronouns in various sentences

- Introduce the pronouns COD and their rules
- Various liveworksheet for practices

Week 13: review and apply the COD pronouns and learn the pronom EN

- Practice additional sentences with different tenses (present/ past/ infinitive / imperative
- Introduce the pronom EN and compare with the COD (le/la/les)

Week 14: Introduce the indefinite pronoun EN and compare with COD - Mardi Gras

- Assessment (COD)
- Mardi Gras
- Indefinite pronoun EN

Week 15: Introduce the indefinite Y, STRESSED PRONOUNS , and COI

- Liveworksheet practices

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

<u>Diversity, Equity & Inclusion</u>
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