

Unit 02: Bienvenue chez nous: Family and home life in French-speaking societies

Content Area: **World Language**
Course(s):
Time Period:
Length: **3 weeks**
Status: **Published**

Unit 2

Unit Title:	Bienvenue chez nous: Family and home life in French-speaking societies
Suggested Duration:	3 Weeks

Summary

This three-week French unit introduces students to vocabulary, grammar, and cultural elements related to family life, housing, and domestic animals in both Francophone and American contexts. Through reading, writing, listening, and speaking activities, students learn to describe their own families and homes, identify and compare types of family structures, and explore the role of pets in daily life. Students will practice using possessive adjectives, physical and personality descriptions, and spatial prepositions (such as *en haut*, *en bas*) to accurately describe people and places. They will interpret real estate ads, label parts of a home, and compare global housing patterns. A cultural component will introduce common family ceremonies such as baptisms, weddings, and funerals, as well as differences in family size, relationships, and traditions between French and American households. A unique element of the unit includes analyzing the sounds and roles of domestic animals across cultures, enhancing both linguistic and cultural awareness. Students will synthesize their learning in a final project where they present a personal family profile including a paragraph about their family, a visual of their home, and a comparison of family traditions.

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.

- **Technology:** students will create slideshows or videos for final family/home project. Online research done by students to explore Francophone housing markets or pet ownership statistics using French language websites. Touring French homes and/or neighborhoods via Google Earth or cultural websites.
- **ELA:** writing descriptive paragraphs on ones family, haring personal information with oral communication, interviewing classmates and presenting projects. Analyzing informational texts
- **Math:** converting currency of the housing market prices and comparing to US, data analysis, and real estate ads with interpreting square meters
- **Social Studies/Sociology:** exploring family types, roles in families, societal norms and behaviors. Comparing housing styles. Investigating family ceremonies. Discussing city vs rural life and living arrangements

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.

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1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Studiodefrenches.com: http://www.studiodefrenches.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
 - a. <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)

Standard(s) Addressed

New Jersey Student Learning Standards – World Languages

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

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• Learn house-related vocabulary• Read and interpret real estate ads• Identify parts of the house• Use spatial terms (en haut, en bas)• Explore global housing patterns• Label and list rooms of their dwelling• Read and understand Real Estate advertisements

- Identify domestic animals and mimic sounds in French
- Compare pets in French vs American homes
- Explore French family gatherings and ceremonies
- Analyze similarities/differences in family life
- Identify and describe family members and pets
- Use possessive adjectives correctly
- Describe physical/personality traits
- Learn about types of families (marié, célibataire, pacsé)
- Write and share a paragraph about one's family

Mastery

Big Ideas/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 constitutes a family in the French speaking world?
- What challenges do families face today?
- Who is in a family?
- What are some of the important aspects of family life and values in french speaking societies?
- What makes our families different?
- How does where we dwell influence our mode of living?
- What are some cultural differences and similarities between the U.S. and the French family lifestyle?
- What do ceremonies and gatherings look like in different cultures?
- How do animals sound and live in different countries?
- How does my family compare to a typical French family?
- What are my contributions to society starting with responsibilities at home?

Acquisition

Students will know . . .

- Gender roles
- types of housing
- family and housing vocabulary
- types of families (nuclear, traditional, blended, etc)
- family time
- French family getaways and vacations
- possessive adjectives
- descriptive adjectives of personality and characteristics (hair and size)
- domestic animals (chien, chat, oiseau, furet, rat, souris, lézard)
- Key vocabulary related to types of housing such as maison, appartement, 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 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),...
- 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 floor in the US., Elevators of apartments are old fashion 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 ,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

Students will be skilled at . . .

- mention family members in French and any pets
- name different types of families and types of relationships (single, married, pasce)
- understand the roles within the family
- read about family vacations or getaways through a French perspective
- read real estate ads
- discover housing patterns across the globe (rooms, housing structures)
- compare family gatherings and ceremonies (baptême, mariage, funerals)
- distinguish and interpret the sounds of domestic animals from one country to another (dog, cat, bird/parrot, mouse etc)
- name domestic animals/pets and compare types of animals in American vs French households

- Compare and contrast the American family to the French family (habits, relationships, size...)

- Write a short descriptive paragraph about themselves and their families.

- Recognize and apply correctly the possessive adjectives before the nouns.

- describe a family member according to their size, personality and hair color
- Read and share their paragraphs with others.
- Understand the difference between en bas and en haut
- 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...
- 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)...
- Demonstrating the differences in dwellings

sun.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Assessments (Linked weekly below)	Practices (Linked weekly below)
<ul style="list-style-type: none">• Family Tree using possessive adjectives for family members• Planning a vacation using Air bnb or find a place with Airbnb• House Tour	<p>Practices:</p> <ul style="list-style-type: none">• Worksheets that students will complete in classes• Watch short videos or clips of a day in the life of a French family.• Venn Diagram to compare and contrast school life and family life• Read about Cultural traditions – Les fêtes familiales (e.g., mariage, baptême, anniversaires)• Practice asking and answering questions about their own family• Write a short paragraph introducing their family members using correct sentence structures• Compare expectations of students and parents in French vs. American families.• Writing prompt – "Quand j'étais petit(e), ma famille..." students will compare and contrast their family life (cultural traditions, family members, celebrations) to that from diverse francophone countries• Journal entry: writing about someone in your family: who are they, age and date of birth• Reading real estate ads

- Glside with different types of logement

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

- 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
- Shorter sections
- Larger print
- Use visuals + icons for vocabulary and instructions
- Break tasks into chunks with clear step-by-step instructions
- Give choice in how students show learning (draw, speak, act, write)
- Include peer or group work for support
- Use sentence starters, graphic organizers, and audio supports
- Include movement-based tasks (stations, scavenger hunts, etc.)
- Provide multiple choice answers or Word banks
- Repeat or rephrase instructions if needed

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Week 4: Introduction to Families

- Vocabulary intro, who does your family consist of with family members, introduce possessive adjectives (Mon, ma, mes ONLY)
- Look at French family structures (infographic readings + Venn diagram), types of families and

marital status (single, married, pasce)

- look at Census Data and compare to US
- Learn about Adjectives to describe family members from personality and physical adjectives/characteristics (size, shape, hair color)
- Listening activity – Video or podcast about a family in France or Québec compared to West Africa
- Project prep: Create a family tree for a fictional or real family (poster or digital)
- create a "Wanted" poster for a family member with adjectives and characteristics

Week 5: Family Life

- discuss domestic animals vocabulary and listen to different interpretations for sounds
- dogs in France presentation how much dogs are important
https://docs.google.com/presentation/d/1uIHB00U_zwuRQNFIFImxtZnEKNRLKIw6uDsgLzfyEMk/edit?slide=id.p14#slide=id.p14
- pets in home, survey French data and compare class pet preferences
- video clips and readings on ceremonies in different parts of the Francophone world
- family gatherings and vacations (country home vs beach house)

Week 6: Family dwellings

- Introduce partitions of a house and structures and review cultural differences with rooms (en bas/en haut, salle de bains vs toilettes)
- draw a dream home labeling the partitions
- Gallery Walk of images of types of housing all over the Francophone world. Where do you live? In a house apartment (building)? Which state, country, town?
- Review cultural differences with types of housing all over France and francophone countries and dwellings by showing pictures and explaining to students
- Journal write for students-where do students live (explain in depth), with whom?
- read estate ads with interpretation of listings and abbreviations

Modifications

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

- Tiered activities
- Student Choice
- Flexible Grouping
- Incorporating tech tools to aid

- Adapting learning styles
- Added visuals to support discussion. Give printed photos or slides showing uniforms or meals.
- Provide sentence starters
- Create a Gallery Walk Worksheet to guide them
- Provide a brochure template with areas clearly labeled

Specific Resources for Unit

Specific Resources for Unit
Attached Affirmative Action Compliance Checklist

- Typical day in west africa <https://www.youtube.com/watch?v=qGdOuT8RnDA>
- Google Slides created by teacher
- Le quotidien des écoliers au Senegal <https://www.youtube.com/watch?v=YVeIYh2Z5CY>
- Videos from ljourlactu, TV5Monde, and RFI Savoirs
- Infographics about family in the Francophone world (e.g., INSEE or Le Monde)
- Francophone children's books or excerpts about family
- Online tools: Canva, Flipgrid, Google Slides, Quizlet
- https://docs.google.com/presentation/d/1uIHB00U_zwuRQNFIFImxtZnEKNRLKIw6uDsgLzfyEMk/edit?slide=id.p14#slide=id.p14

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion
<p>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.</p>

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, LGBTQ, and students with 504 plans.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

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.	