| ***French I Unit 5: En Famille***  ***January-February*** | | | | | |
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| **Targeted Standards**  7.1.N.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.  7.1.N.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.  7.1.N.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.  7.1.N.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.  7.1.N.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.  ​​7.1.N.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.  7.1.N.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.N.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.  7.1.N.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.  7.1.N.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.  7.1.N.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.N.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.  7.1.N.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.  7.1.N.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.  7.1.N.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.  7.1.N.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.  7.1.N.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. | | | | | |
| **Rationale and Transfer Goals** :  This unit focuses on a theme central to any student: family. Students will learn to identify family members, as well as to describe them with adjectives, making correct adjective agreement. Students will also be able to identify pets, as well as the months of the year and important French holidays. Students will learn the irregular verb *être* (to be) and possessive adjectives in order to describe themselves and their family members. They will also encounter numbers over 1000 and be able to write the date in French. Students will read about French family structure, vacations, birthday celebrations, and the use of the metric system. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  ‐  Language reflects and is influenced by the culture in which it is found.  ‐  Family is an important aspect of every culture.  ‐  Cultural perspectives are gained by using the language and through  experience with its products and practices.  ‐  The goal is effective communication, not word‐for‐word translation.  ‐  People appreciate your effort to learn and use their language.  ‐  Different linguistic structures communicate different meanings.  ‐  The language we use changes with the situation.  ‐  Both American and francophone countries have important holidays and  ways of celebrating. | | | | | |
| **Essential Questions**:  **‐**Why are some verbs regular  and some are irregular?  **‐**How can I describe the  people in my family and their relationships to each other?  **‐**How fluent do I need to be in order to communicate effectively?  **‐**How do I begin, sustain, and end a conversation when I am just beginning to learn a new language?  **‐**How are family structures and traditions similar and different in the United States and francophone countries?  **‐**Why can’t you use the same words or expressions with everyone in every situation?  **‐**How can I explore other cultures without stereotyping?  **‐**To what extent are French and English different when using adjectives to describe people physically and their personality? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| 1. Point out friends and family members telling age and physical traits.  2. Apply possessive adjectives to family member descriptions.  3. Identify and describe pets.  4. Conjugate the verb *être* correctly.  5. Identify and use personality traits.  6. Count over 1000.  7. Compare and contrast American and French family structures.  8. Ask someone what they are like.  9. Describe yourself and your family members.  10. Ask about and tell someone’s birthday. | * ‐  Short journal responses about personal family customs. * ‐  Summaries of culture sections in textbook on family relationships, Guadeloupe and Martinique,  vacations, and birthday celebrations. * ‐  Short descriptions of themselves and their family members. * ‐  Sentences describing famous families and their relationships to each other. | | ‐ Listen to Conversation Culturelles from Bien Dit Level 1 Chapter 5, fill in blanks of dialogue on worksheet.  ‐ Read Aperçus Culturels sections from C’est à Toi Level 1 Chapter 5 and discuss as a class.  ‐ Take notes from PowerPoint on possessive adjectives.   ‐ Complete worksheet practicing *être*, adjective agreement, and the correct form of *beau.*  ‐ Loto with family vocabulary.  ‐ Complete worksheets with family trees.  ‐ Word search with vocabulary.  ‐ Describe the relationships between members of “famous families” (ex; The Simpsons).  ‐ Chorale response with vocabulary words.  ‐ Use the dictionary to look up the gender of a noun and then chose the correct possessive adjective.  ‐ Play the Snake Game with adjectives and *être. 􏰁* Take notes from PowerPoint on adjective agreement.  ‐ Read culture section about French families and answer activity questions.  ‐ Describe your family in 5 sentences using possessive adjectives and *être.*  ‐ Review of vocabulary with Quizlet flashcards on SMART Board.   ‐ Watch textbook DVD clips for Chapter 5.  ‐ Interview your classmates and write out their birthdays.   ‐ Match name of pets to pictures on worksheet.  ‐ *Qui suis􏰁je* game (Who am I) Guess who I am based on how I describe myself.   ‐ Interview your classmates about how they would describe themselves. | | **Formative Assessments:**   * ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 5 * ‐  Quizzes – vocabulary, possessive adjectives, *être*, and adjective agreement * ‐  Dictations: topics may include short descriptions of family members * ‐  Notebook Quizzes on various warm‐ups and notes in notebook * ‐  Unit Test: Fill in the blank, open ended test on family members, adjective agreement, possessive  adjectives and *être* * ‐  Daily Warm‐up Exercises: ex; identifying family members, conjugating *être* in a sentence, complete  math problems, describe people pictured, translate sentences   **Performance Assessments:**   * ‐  Create a family album or family tree and write sentences to describe the relationships between people pictured. * ‐  Present your family to the class, using possessive adjectives, physical and personality descriptions. |
| **Spiraling for Mastery** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| Family members  Food  Stating age and birthday  Verbs:  Possession of items  Celebrations | | Food  Family  Celebrations | | Additional oral and written practice on content for this unit  Written, auditory and role playing activities using text, personal white boards, and ancillaries  Use practice sheets to re-introduce/review vocabulary and grammar presented in previous units/years | |
| **Career Readiness, Life Literacies, and Key Skills**  9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).  9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.  9.4.8.TL.3: Select appropriate tools to organize and present information digitally.  9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).  9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). | | | | | |
| **Key resources:**  Le Monde Francophone – excerpts from Bien Dit  Grammar and Vocabulary Workbook  Bien Dit website | | | | | |
| **Interdisciplinary Connections:**  English Language Arts:   * NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. * NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. * NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. | | | | | |

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