

02_LA FAMILLE: Family Life

Content Area: **World Language**
Course(s):
Time Period: **Full Year**
Length: **25 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

The study of another language and culture enables individuals, whether functioning as citizens or workers, to communicate face-to-face and by virtual means in appropriate ways with people from diverse cultures. An education in world languages fosters a population that: communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace, exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross-cultural communication and values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- family has a universal meaning but can vary within a culture as well as from culture to culture.
- family relationships and lifestyles reflect the values of its individuals as well as its culture.

Essential Questions:

- How is my family unique?
- How would I fit in and be able to live with a French family with my level of language skills?
- How is my family's lifestyle different/ similar to the lifestyles of people living in France/ Francophone countries?

CONTENT AREA STANDARDS

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.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.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

LA.RL.7.1	Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
LA.RL.7.7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
LA.RI.7.3	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
VA.6-8.1.5.8.Pr4a	Investigate and analyze ways artwork is presented, preserved and experienced, including use of evolving technology. Evaluate a collection or presentation based on this criterion. Historical contexts and events shaped and continue to shape people's perspectives.
LA.W.7.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
VA.6-8.1.5.8.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
TECH.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively. Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.

STUDENT LEARNING TARGETS

Students will know:

- that comprehension strategies, recognition of cognates help in understanding important information.
- that they can make themselves understood using cognates, visuals, gestures and body language to convey meaning.
- different holidays, traditions and lifestyles reflect common themes via unique celebrations to each culture and family.

Declarative Knowledge

Students will understand that:

- there are different ways to explain the relationship of family members.
- possessive pronouns are related to gender and number.
- the pronoun "de" may mean possession.
- the concept of extended family may be viewed differently in Francophone families.
- the concept of family reflects a culture and its norms or values.
- holidays and traditions are strongly linked to a people's history.

Procedural Knowledge

Students will be able to:

- give the names of nuclear and extended family members.
- express family relationships, possession.
- express age using the verb "avoir".
- express descriptions of nationality, origin.
- explain where someone is from v. their current residency.
- express dates, birthdays, holidays.
- contrast and compare differences and similarities between French and American concepts of family.

EVIDENCE OF LEARNING

Alternate Assessments

- Oral Presentations
- Multimedia Presentations
- Student Dramatizations
- Original Artwork Creations
- Modified Rubrics
- Teacher/Student Conferences
- Interactive Game Creations

Benchmark Assessments

Educational Assessments

Formative Assessments

- teacher observations
- finger checks
- think/pair/share work
- student back to back chats
- presentational communications
- use of recorders
- applicable games (info gap)
- Guess Who...
- Simpson cards/ Families Within Art puzzles
- graphic organizers
- exit tickets / index (color) cards

Summative Assessments

- Quizzes/ dictations
- Role-Play situations
- TPR response
- Name family members/ Label with names and ages
- Venn diagram comparing US families and target language families
- Label family members
- Written, aural, oral assessments
- Rubrics for presentations, projects, speaking proficiency
- Creation of Family Tree/ Family Album
- Project: Gallery walk of Family Members (spontaneous/ extemporaneous talking)

RESOURCES (Instructional, Supplemental, Intervention Materials)

Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites

French reader on La Famille de Julie/ Marc

Workbooks, readings, Astrapi

D'Accord series, grammar tutorials

Smartboard, dry erase boards

INTERDISCIPLINARY CONNECTIONS

Social Studies: current events, social relationships among people

Science & Health: social emotional learning, compare and contrast information gained from multimedia sources

Career Readiness: employ valid and reliable research strategies, utilize critical thinking to make sense of problems and persevere in solving them

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.