

# 03\_LA MAISON: Home Life / Lodging

Content Area: **World Language**  
Course(s):  
Time Period: **Full Year**  
Length: **30-35 days**  
Status: **Published**

## General Overview, Course Description or Course Philosophy

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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

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Students will understand that:

- there are many differences and similarities between French and American homes.
- home life may reveal culturally valued aspects in general as well as personal values.

Essential Questions:

- What does a perfect home include?
- What is involved to help maintain a house/ living space?
- What are our responsibilities and expectations for maintaining our home?
- What do I know about housing for others? How does this knowledge impact me?

## CONTENT AREA STANDARDS

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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.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.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

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

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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.7.2	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
LA.RI.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.  Historical contexts and events shaped and continue to shape people’s perspectives.
TH.6-8.1.4.8.Re7	Perceiving and analyzing products.
TH.6-8.1.4.8.Re9	Applying criteria to evaluate products.
TECH.K-12.P.1	Act as a responsible and contributing community members and employee.
TECH.K-12.P.9	Work productively in teams while using cultural/global competence.

## **STUDENT LEARNING TARGETS**

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Students will know:

- that homes/ houses come in all different forms and reveal cultural aspects.
- housing can be deemed as a basic need.
- undertaking responsibilities can lead to proper maintenance and facilitates home life.

## **Declarative Knowledge**

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Students will understand that:

- homes may be described the same way in French as in English.
- homeowners may have the same struggles in both American and French culture.
- different objects may serve different functions/ uses from one culture to another.
- objects have gender and their adjectives agree in both number and gender.
- objects may be described by location with the use of prepositions.
- color may be a noun or adjective, in which case agrees with the noun(s) it modifies.
- adjective are placed differently in French than in English (usually after the nouns they modify).
- adjectives can be invariable and some adjectives are irregular.
- placement of adjective may change the meaning of some adjectives.

## **Procedural Knowledge**

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Students will be able to:

- identify parts of the interior and exterior of a home/ apartment as well as its rooms.
- label furniture and common objects found in the home.
- imitate French intonation when asking and responding to questions about one's house or room.
- express possession using possessive pronouns with proper gender.
- describe objects in and around the home using regular and some irregular adjectives.
- write captions of different activities done within a home, using present progressive.
- describe the location of objects.
- use vocabulary related to parts of a building (ground floor, first floor...).
- use comparatives and superlatives.

## **EVIDENCE OF LEARNING**

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### **Benchmark Assessments**

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Educational Assessments

### **Alternate Assessment**

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- Oral Presentations

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

## **Formative Assessments**

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- teacher observations
- finger checks
- think/pair/share work
- student back to back chats
- presentational communications
- use of recorders
- applicable games (info gap)
- content based video clips/ feedback
- exit tickets / index (color) cards
- charades/ drawings
- dry erase boards: draw/ write what you hear
- Venn Diagram / International House Hunters Video Clip (Normandy, France)

## **Summative Assessments**

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- Quizzes
- Role-Play situations
- Written, aural, oral assessments
- Rubrics for presentations, projects, speaking proficiency

- Project: Home Map Blueprint, Video Tour of home
- Project: Storyboard of Family at Home
- Project: My Dream House in France, architecture study of an authentic home-apartment

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Textbook Chapters (Bon Voyage), DVDs, CDs

Video clips, exercises from various Websites

Workbooks, readings, Astrapi

D'Accord series, grammar tutorials

Smartboard, dry erase boards

Authentic lodging advertisements

Websites: House Hunters International / Realty magazines from France and Canada

## **INTERDISCIPLINARY CONNECTIONS**

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Science & Health: integrate information expressed in words in a text, compare and contrast information from multimedia sources, Geoscience

Social Studies: current events, public policy

Science: environmental literacy

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.