

# FRENCH 1: Unit 2 – Friends and Family

INTERPRETIVE MODE		INTERPERSONAL MODE (Spontaneous Person-to-Person)	PRESENTATIONAL MODE	
Listening	Reading	Speaking & Writing	Prepared Speaking	Prepared Writing
<p>I can...</p> <ul style="list-style-type: none"> <li>understand short conversations about family members regarding likes and dislikes physical</li> <li>I understand simple descriptions of people (age, personality)</li> <li>understand simple questions about friends and family</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>identify relationships between family members</li> <li>understand short readings about families in Francophone countries</li> <li>understand short passages about people regarding their likes and dislikes, physical descriptions, ages, professions, and personalities.</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>describe my family and friends</li> <li>ask and answer questions about families and friends</li> <li>talk about my family in relationship to me</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>talk about my family regarding their likes and dislikes, physical descriptions, ages, professions, and personalities</li> <li>Describe my friends</li> </ul>	<p>I can...</p> <ul style="list-style-type: none"> <li>write about my family members and friends regarding their likes and dislikes, physical descriptions ages, professions and personalities</li> </ul>

Unit Length/Unit theme/ Enduring understanding	Unit Guiding Questions	Assessment	Functions
<p><b><u>Unit length</u></b> About 5 weeks</p> <p><b><u>Unit theme</u></b> Family, Friends, Relationships</p>	<p><b><u>Big Idea:</u></b> Families and friends make up the center of our lives.</p> <p><b><u>Essential Questions:</u></b></p> <p><i>--What is family?</i> <i>--How do families differ?</i> <i>--How do family relationships differ from culture to culture?</i> <i>--How does my family compare to a French / Francophone family?</i></p>	<p>--Series of formative and summative assessments, both achievement and performance based</p> <ul style="list-style-type: none"> <li>• Use cognates to gather “gist” from simple readings</li> <li>• Check students’ prior knowledge of French words and customs</li> <li>• Audacity interviews (teacher choice)</li> </ul>	<ul style="list-style-type: none"> <li>• Review and practice question words and question formation</li> <li>• Use appropriate adjective forms in descriptions</li> </ul>

Context	Structure	Bloom’s Taxonomy	Resources

<ul style="list-style-type: none"> <li>• Descriptions of friends and family members</li> <li>• Relationships among family members</li> </ul>	<ul style="list-style-type: none"> <li>• Review verbs avoir / être</li> <li>• Descriptive adjectives and agreement</li> <li>• Numbers to 1000</li> <li>• Possessive adjectives</li> <li>• Informal/formal register</li> <li>• Negation</li> <li>• Some Nationalities</li> <li>• Vocabulary for family members and pets</li> <li>• Adjectives / Colors</li> <li>• Review calendar/ birthdays</li> <li>• Emotions</li> <li>• Occupations</li> <li>• Possession (adjectives / de)</li> </ul>		<p>D'Accord series (D'Accord 1, Unit 2 &amp; 3)</p> <p>C'est à toi series (C'est à toi 1 Units 3, 5, 6 &amp;7)</p> <p>Discovering French series (Bleu, Unit 1, 2, 5 &amp;6)</p> <p>Joie de lire 1</p> <p>Images 1</p> <p>Panorama 1</p> <p>Lisons comme ça</p>
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<b>Culture</b>	<b>Connections</b>	<b>Comparisons</b>
<ul style="list-style-type: none"> <li>• understand cultural perspectives on family</li> <li>• identify cultural influences on family life and personal relationships</li> <li>• family celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• geneology</li> <li>• French clubs in our community</li> <li>• Family and consumer ed</li> </ul>	<ul style="list-style-type: none"> <li>• compare family life</li> <li>•</li> </ul>