

Course: French 1
Unit 2 - Who are my family and friends?
(Qui sont ma famille et mes amis?)

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

Interpretive (A)

- 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.
- 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.
- 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
- 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
- 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.

Interpersonal (B)

- 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
- 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 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.
- 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
- 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.
- 7.1.NM.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.

Presentational (C)

- 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.

- 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
- 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
- 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics.
- 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.
<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

<https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Transfer Goal: Students will be able to independently use their learning to communicate with others in the target language about family, friends, home, and traditions in order to establish connections on a local and global level.

As aligned with LRHSD Long-Term Learning Goal(s): Students will be able to independently use their learning to:

- communicate effectively in more than one language in a variety of situations and for multiple purposes.
- demonstrate cultural awareness based on understanding of and respect for other cultures, past and present.
- make connections with other disciplines by applying learning from language class to relevant situations in other classes.
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Enduring Understandings

Students will understand that. . .

EU 1

communicating and maintaining a conversation with others in another language about family encourages further understanding of others and other cultures.

EU 2

the people with whom we spend time and the places in which we live are important components of personal and familial identity.

EU 3

demonstrating knowledge of specific family practices and traditions (such as: social patterns, activities, roles, leisure, and educational activities) in various francophone cultures, helps to shape individual identity.

Knowledge

Students will know . . .

Essential Questions

EU 1

- What does “family” mean?
- How does what my family members do influence their identities?
- What do similarities/differences between generations tell us about ourselves?
- How is my family similar to/different from other families locally and globally?

EU 2

- How do the traits one values help them choose friends?
- How do friendships benefit from a variety of personality traits?
- What do my friendships say about me?
- How do my friendships influence the things that I like to do?
- What does “home” mean to me?
- How does my personal space / personal style reflect my diverse interests and personality?
- How are residences similar/different locally and globally?
- In what ways does where I live influence my identity?

EU 3

- What are the similarities and/or differences between American and francophone families?
- How can culture contribute to family dynamics?
- How do traditions vary between families?
- How do traditions vary between cultures?
- How are friend groups similar/different locally and globally?

Skills

Students will be able to. . .

EU 1

- vocabulary and structures (e.g.: possessive adjectives, adjective agreement and placement, *avoir*, *être*, other high-frequency verbs, comparisons, adverbs of frequency, etc.) related to:
 - family.
 - age.
 - physical appearance.
 - personality.
 - professions.
 - interests. (A.1-5; B.1-5; C.1-5)

EU 2

- vocabulary, expressions (filler words, rejoinders, slang), and structures (e.g.: possessive adjectives, adjective agreement and placement, *avoir*, *être*, other high-frequency verbs, superlatives, adverbs of frequency, etc.) related to:
 - friends.
 - age.
 - physical appearance.
 - personal style.
 - personality.
 - studies.
 - interests. (A.1-5; B.1-5; C.1-5)
- forms of housing in francophone countries. (A.1-5; B.1-5; C.1-5)
- vocabulary and structures (e.g.: irregular/preceding adjectives, high-frequency verbs) for clothing and accessories. (A.1-5; B.1-5; C.1-5)
- vocabulary and structures (e.g.: prepositions of place, comparatives/superlatives) related to rooms in the house and basic furniture. (A.1-5; B.1-5; C.1-5)

EU 3

- celebrations. (A.1-5; B.1-5; C.1-5)

EU 1

- identify and describe family members. (A.1-5; B.1-5; C.1-5)
- relate themselves to others. (A.1-5; B.1-5; C.1-5)
- tell what their family members do. (A.1-5; B.1-5; C.1-5)
- ask and answer simple questions pertaining to family. (A.1-5; B.1-5; C.1-5)
- compare and contrast family members.(A.1-5; B.1-5; C.1-5)
- maintain conversation in the target language. (A.1-5; B.1-5; C.1-5)

EU 2

- describe their friends. (A.1-5; B.1-5; C.1-5)
- recognize what they value in friendships. (A.1-5; B.1-5; C.1-5)
- summarize similarities and differences between themselves and their friends. (A.1-5; B.1-5; C.1-5)
- compare their friends to each other. (A.1-5; B.1-5; C.1-5)
- ask and answer simple questions about friends and friendships. (A.1-5; B.1-5; C.1-5)
- explain what their friends like to do. (A.1-5; B.1-5; C.1-5)
- speak and/or write about what they like to do with their friends and when. (A.1-5; B.1-5; C.1-5)
- examine friendship dynamics across cultures. (A.1-5; B.1-5; C.1-5)
- make comparisons about housing types. (A.1-5; B.1-5; C.1-5)
- speak and/or write about where they live. (A.1-5; B.1-5; C.1-5)
- describe their room/personal space. (A.1-5; B.1-5; C.1-5)
- define their personal style. (A.1-5; B.1-5; C.1-5)
- talk about their clothes and their friends' clothes. (A.1-5; B.1-5; C.1-5)

EU 3

- various cultural practices of francophone people. (A.1-5; B.1-5; C.1-5)
- cultural practices specific to food, eating, and meals. (A.1-5; B.1-5; C.1-5)

- talk about family and cultural traditions and practices. (A.1-5; B.1-5; C.1-5)
- discuss and dispel myths/stereotypes about francophone traditions. (A.1-5; B.1-5; C.1-5)
- identify foods that are typically eaten at family meals and celebrations. (A.1-5; B.1-5; C.1-5)

Stage Two - Assessment

Other Evidence:

- Formative and summative assessments
- Reading comprehension activities
- Listening comprehension activities
- Interpretive assessments
- Interpersonal assessments
- Presentational assessments
- Verbal and written responses to stimuli
- Role-plays
- Journal entries

Stage Three - Instruction

Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- point to pictures identifying family members (A) (EU 2)
- imitate conversational expressions and transitions as modeled by native speakers (CDs, videos, YouTube segments, etc.) (A) (EU 2)
- point to flashcards of residences as spoken by the teacher (A) (EU 3)
- provide descriptions of people/places/traditions portrayed in pictures (A) (EU 1-3)
- provide comprehensible input in order to teach new concepts (A) (EU 1-3)
 - Write & discuss
 - Personalized questions & answers (PQA)
 - Weekend talk
 - Card talk
 - Picture talk
 - Selfie talk
 - Calendar talk
 - Item talk

- Simple surveys
- One-word image
- TPRS
- Storyasking/Storyguessing
- Videotalk/Movietalk
- point to pictures identifying target vocabulary as spoken by the teacher (A) (EU 1-3)
- provide worksheets (A) (EU 1-3)
- use the following for vocabulary: images, CI, flashcards, concentration, and crossword puzzles (A) (EU 1-3)
- read about francophone familial and cultural identity including voices from DOM-TOM regions (A) (EU 1-3)
- watch tourism videos from DOM-TOM regions (A) (EU 1-3)
- respond "oui" or "non" to teacher pointing to various vocabulary pictures (A) (EU 1-3)
- listen to authentic speakers talk about their friends and families (EdPuzzle, This is Language, Yabla, Quant à Moi, Babbel) (A) (EU 1-3)
- reflect upon cultural readings and related activities (A, M) (EU 1-3)
- play class games relating to target vocabulary (i.e. flyswatter, four corners, hotseat, vocabulary BINGO, scrabble, Kahoot!, Quizlet, Gimkit, Quizizz, etc.) (M) (EU 1)
- ask other students what activities they like and/or don't like to do (M) (EU 2)
- compare and contrast francophone and US traditions in a class discussion in English (M) (EU 3)
- listen to heritage speakers talk about their families, friends, and residences (M) (EU 1-3)
- have individuals or pairs ask for descriptions (M) (EU 1-3)
- provide pictures or cartoons of people for students to describe themselves and their traits to each other and/or teacher (M) (EU 1-3)
- play various online games that test target vocabulary (Quia, Kahoot, Quizlet, Quizizz, Gimkit, etc.) (M) (EU 1-3)
- compare/contrast/analyse using graphic organizers (M) (EU 1-3)
- listen to authentic music, including musicians from DOM-TOM regions, and justify the use of structures (M) (EU 1-3)
- provide self-assessment activities (M) (EU 1-3)
- participate in a gallery walk pertaining to target vocabulary and themes (M) (EU 1-3)
- complete writing, speaking, and listening exercises and activities (M) (EU 1-3)
- view appropriate videos (in French and English) and related activities including voices from DOM-TOM regions (M) (EU 1-3)
- create and execute a *chasse au trésor* (treasure hunt) to find classmates who share traits or interests (T) (EU 2)
- create questions about self and others using question words (T) (EU 1-3)
- practice target vocabulary in conversational mode (T) (EU 1-3)
- write a poem describing self or others (T) (EU 1-3)
- create a Biopoem about yourself or others (T) (EU 1-3)
- create questions about others using question words (T) (EU 1-3)
- reinforce vocabulary and concepts through art including artists from DOM-TOM regions (T) (EU 1-3)
- write letter(s) as part of a pen-pal exchange established by the teacher (T) (EU 1-3)
- communicate with native speakers via video call (T) (EU 1-3)

