

Foreign Language Brunswick School Department
French 1
Unit 3: Family and Home

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| Essential Understandings | <ul style="list-style-type: none"> ▪ Language enables communication. ▪ Language is inextricably linked to culture. ▪ Western languages have certain structural similarities |
| Essential Questions | <ul style="list-style-type: none"> ▪ What is the family structure in France? ▪ What do homes and neighborhoods look like in France? |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ French family structure is similar to U.S. ▪ Layout of French houses differs from American. ▪ There are idiomatic expressions in all languages. ▪ Adjectives agree in gender and number with the noun modified. ▪ Some adjectives have irregular forms. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ family members, rooms in the house, neighborhood vocabulary, possessive adjectives, irregular adjectives, the verb <i>avoir</i> |
| Essential Skills | <ul style="list-style-type: none"> ▪ Talk about your family. ▪ Describe your home. ▪ Tell your age and ask someone else's. ▪ Use certain adjectives to describe people and things. ▪ Compare housing in France and the U.S. ▪ Express possession using possessive adjectives. |
| Related Maine Learning Results | <p><u>World Languages</u></p> <p>A. Communication</p> <p>A1. Interpersonal</p> <p>Students express their own thoughts and opinions about familiar topics and elicit the thoughts and opinions of others by using strings of sentences and/or short paragraphs. Students of modern languages use pronunciation and intonation which would be comprehensible to a native speaker accustomed to interacting with language learners.</p> <ol style="list-style-type: none"> a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries. b. Provide and exchange detailed information on familiar topics, orally and in writing. c. Describe and explain states of being, orally and in writing. d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning. |

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| <p>Related Maine Learning Results</p> | <p>A2. Interpretive Students comprehend conversations, narratives, and recorded material in familiar contexts that are longer and/or more complex than those in the 6-8 span.</p> <ul style="list-style-type: none"> a. Identify main ideas, topics and specific information in a variety of authentic written materials. b. Identify main ideas, topics, and specific information in authentic films. c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials. <p>A4. Language Comparisons Students use their understanding of the nature of language to enhance their communication in the target language.</p> <ul style="list-style-type: none"> a. Compare a variety of grammatical structures and syntax between languages. b. Identify examples of vocabulary in both languages that do not translate directly from one language to another. c. Use idiomatic expressions and/or proverbs in the target language. d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts. <p>B. Culture</p> <p>B1. Practice and Perspectives Students identify and explain how perspectives of a culture(s) are related to cultural practices of a culture(s) in which the target language is spoken</p> <ul style="list-style-type: none"> a. Identify and explain the reason behind significant practices of a culture(s) in which the target language is spoken. b. Describe stereotypes associated with perspectives of a culture(s) in which the target language is spoken. c. Identify differences in cultural practices among peoples that speak the same language. <p>B3. Comparison with Own Culture Students explain how products, practices, and perspectives of a culture(s) in which the target language is spoken contribute to the culture in which the student lives.</p> <ul style="list-style-type: none"> a. Identify and compare influential figures from the two cultures. b. Explain the reasons for a variety of similarities and differences between the culture in which the student lives and the culture(s) in which the target language is spoken. c. Use the target language in a manner that would be considered appropriate by native speakers and explains what makes it appropriate communication. |
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| Related Maine Learning Results | <p>C. Connections</p> <p>C1. Knowledge of Other Learning Results Content Areas</p> <p>Students use the target language to enhance their knowledge of other Learning Results content areas.</p> <ol style="list-style-type: none"> Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English. Provide examples of information gathered through target language resources that are applied in other Learning Results content areas. |
| Sample Lessons And Activities | <ul style="list-style-type: none"> ▪ Draw, label & describe your home (dream home) in French ▪ Describe your house to partner & have partner draw ▪ Make a family tree (real or fictitious family) ▪ TPR dollhouse & doll |
| Sample Classroom Assessment Methods | <ul style="list-style-type: none"> ▪ Quizzes ▪ Demonstrations ▪ Presentations ▪ Composition ▪ Listening comprehension ▪ Reading comprehension |
| Sample Resources | <ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ Bienvenue - McGraw-Hill ▪ <u>Videos:</u> <ul style="list-style-type: none"> ○ <u>Bienvenue</u> ▪ <u>Other Materials:</u> <ul style="list-style-type: none"> ○ French real estate ads |