

**Foreign Language      Brunswick School Department**  
**French II Honors**  
**Unit 2: Home and Family**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Language enables communication.</li> <li>▪ Language is inextricably linked to culture.</li> <li>▪ Western languages have certain structural similarities</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the traditional and changing family structures in France?</li> <li>▪ How is labor distributed within a French family?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ French families spend more time together than American families.</li> <li>▪ Various tenses are used to narrate in the past.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ family, house, appliances, meals, leisure time activities, the verb <i>s'asseoir</i>, reflexive (reciprocal) verbs in the passé composé</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Talk about household appliances &amp; gadgets.</li> <li>▪ Express <i>to sit down</i>.</li> <li>▪ Talk about what you and others do for each other and how you feel about each other.</li> <li>▪ Discuss family oriented, at-home activities in the past.</li> <li>▪ Contrast family activities in the U.S. and France.</li> </ul>
<b>Related Maine Learning Results</b>	<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> <ul style="list-style-type: none"> <li>a. Interact in a variety of social situations including formal and informal personal exchanges and/or phone inquiries.</li> <li>b. Provide and exchange detailed information on familiar topics, orally and in writing.</li> <li>d. Express agreement and disagreement, orally and in writing, supporting opinions with simple reasoning.</li> </ul>

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<p><b>Related Maine Learning Results</b></p>	<p>A2. Interpretive Students comprehend conversations, narratives, and recoded 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"> <li>a. Identify main ideas, topics and specific information in a variety of authentic written materials.</li> <li>b. Identify main ideas, topics, and specific information in authentic films.</li> <li>c. Identify main ideas, topics, and specific information in a variety of authentic oral/signed materials.</li> </ul> <p>A3. Presentational Students express their own thoughts to describe and narrate in oral and written presentations using strings of sentences and/or short paragraphs and with sufficient accuracy in form and pronunciation that could be understood by native speakers accustomed to interacting with language learners.</p> <ul style="list-style-type: none"> <li>a. Read authentic passages aloud with appropriate pronunciation, phrasing, and intonation.</li> <li>b. Relate a story about a personal experience or event orally.</li> <li>c. Paraphrase and/or summarize texts orally and in writing using a presentational format.</li> <li>d. Write brief narrative compositions and expository/informational compositions.</li> <li>e. Give oral presentations on familiar subjects related to a culture in which the target language is spoken.</li> </ul> <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"> <li>a. Compare a variety of grammatical structures and syntax between languages.</li> <li>b. Identify examples of vocabulary in both languages that do not translate directly from one language to another.</li> <li>c. Use idiomatic expressions and/or proverbs in the target language.</li> <li>d. Identify examples of vocabulary (in English and the target language) that convey different meanings in different contexts.</li> </ul>
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<p><b>Related Maine Learning Results</b></p>	<p><b>B. Culture</b>  <b>B1. Practice and Perspectives</b>  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  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.  <b>B3. Comparison with Own Culture</b>  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.  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.  <b>C. Connections</b>  <b>C1. Knowledge of Other Learning Results Content Areas</b>  Students use the target language to enhance their knowledge of other Learning Results content areas.  a. Provide examples of grammatical knowledge acquired in the target language that are used to achieve a better understanding of grammatical structures in English.  <b>D. Communities</b>  <b>D1. Communities</b>  Students demonstrate their understanding and use their knowledge of the target language to communicate with target language speakers and to understand the importance of culture and language in the 21<sup>st</sup> century.  b. Independently access a variety of target language sources for one's own entertainment or enrichment.  c. Explain how personal, educational, and career opportunities are expanded and enhanced by knowledge of the target language and associated culture(s).</p>
<p><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Talk with group members about household/family responsibilities</li> <li>▪ Pantomime verbs and put in chronological order</li> <li>▪ Demonstrate recipe</li> </ul>

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<b>Sample Classroom Assessment Methods</b>	<ul style="list-style-type: none"><li>▪ Quizzes</li><li>▪ Small group discussion</li><li>▪ Demonstrations</li><li>▪ Listening comprehension</li><li>▪ Reading comprehension</li></ul>
<b>Sample Resources</b>	<ul style="list-style-type: none"><li>▪ <u>Publications:</u><ul style="list-style-type: none"><li>○ <u>A Bord</u> (McGraw-Hill textbook)</li><li>○ Newspaper, magazine articles</li></ul></li><li>▪ <u>Videos:</u><ul style="list-style-type: none"><li>○ <u>A Bord</u></li></ul></li></ul>