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| Language and  **Level / Grade** | French 1  Novice-Mid to Novice High | | | | Approximate Length of Unit | | | | | 2 weeks | |
| Approximate Number of Minutes Weekly | | | | | 5 x 55 minutes | |
| **Theme/Topic** | Let me introduce my family  <https://onedrive.live.com/?id=28F7C805D5A3213D%21171&cid=28F7C805D5A3213D&group=0> | | | | | | | | | | |
| **Essential Question** | What is a family? What do families like to do together? What are families like in French speaking countries? Why do families move to another country? | | | | | | | | | | |
| **Goals**  *What should learners know and be able to do by the end of the unit?* | Learners will be able to:  describe a family using photographs.  write and talk about what the members of their family like and don’t like, and what they do in their free time.  tell what their family members look like and their personalities, and ask for information about the family of others.  explain what is a family  describe what families are like in France, or other French speaking countries  explain why families are migrating to France | | | | | | | | | | |
| **Summative**  **Performance Assessment**  *• These tasks allow learners to demonstrate how well they have met the goals of the unit.*  *• They are qthroughout the unit.*  • *The template encourages multiple interpretive tasks.*  *• The interpretive tasks inform the content of the presentational and interpersonal tasks.*  *• The tasks should incorporate 21st Century Skills..* | **Interpretive Mode** | | | | | | | | | | |
| <https://classroom.google.com/c/NzAxMDAzMzZa>  Class code 4fhbpj  Learners will go to the google classroom site and watch videos and read texts provided in order to answer three questions in the target language.  **Qu'est-ce que c’est une famille?**  Students will watch videos and write an answer to the question in French What is a family? Students will post answers in the comment box on google classroom site.  <https://www.youtube.com/watch?v=1Ugh4SCtcYQ>  <https://www.youtube.com/watch?v=hL7LtKoe8Gg> | | **Comment sont les familles en France (or dans les pays francophones)?**  Students will go the photo-de-class website and view videos and answer comprehension questions on a google form for at least 8 children with 90% accuracy.  [http://www.photo-de-classe.org/#/nos-pages-personnelles](http://www.photo-de-classe.org/%23/nos-pages-personnelles)  <https://docs.google.com/a/edmonds.wednet.edu/forms/d/1PNxUmFITme_gVfR7uuIUqyk_w9XnfPljOsykIIz7hYg/edit> | | | | | | | **Pourquoi est-ce qu'on déménage et migre?**    Learners will read an article about four children and their families and complete the Interpretive guide.  <copains-de-classe-copains-monde-astrapi.PDF>  [Copains de Monde Interpretive Guide Name.docx](Copains%20de%20Monde%20%20%20%20%20%20%20%20%20%20%20Interpretive%20Guide%20%20%20%20%20%20%20Name.docx) and rubric | |
| **Presentational Mode**  Learners will present their real, or create their “ideal family” media presentation and present to classmates explaining why this is the ideal family for them. They willd post their presentation to the google classroom website.  [**Ma Famille template.pptx**](Ma%20Famille%20template.pptx)  [Presentational Rubric](Presentational%20Rubric.docx) | | | | | **Interpersonal Mode**  **In a group of three, compare your answers to the three questions and update and practice your responses. Students will participate in an oral exam where one of the three questions will be asked of each of the members of the group. The oral exam will be scored on the proficiency rubric.**   1. **What is a family?** 2. **What are families like in France or other French Speaking Countries?** 3. **Why do people move or immigrate?**   [**Interpersonal Rubric**](Interpersonal%20Rubric.docx) | | | | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective.* | **Product:** Oreo cookie commercial  **Practice:** Spending time with family  **Perspective:** Family is most important social group and they like to hang out, celebrate together.    **Product:** Photo de classe project and website  **Practice:** Talking about families origins and immigration  **Perspectives:** France is also dealing with immigration issues, people don’t just want to immigrate to the US | | | | | | | | | | |
| **Connections**  (Sample Evidence) | **Making Connections** | | | | **Acquiring Information and Diverse Perspectives** | | | | | | |
| ELA-the writing process  SS-Comparing and contrasting families, lifestyle  PE-hobbies, pastimes | | | | I can explain why people immigrate and compare immigration in the United States with immigration in France. | | | | | | |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | | | | **Cultural Comparisons** | | | | | | |
| Cognates  Famille, mamam, papa, oncle, tante, cousin, grand-mere, grand-pere | | | | I can compare and contrast what a family does together in different countries with my own. | | | | | | |
| **Communities**  (Sample Evidence) | **School and Global Communities** | | | | **Lifelong Learning** | | | | | | |
| Share information with community | | | | Examine personal relationships and set goals for improving them | | | | | | |
| **Connections to Common Core** | Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.  Reading: 2 Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas.  Writing: 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.  Speaking and Listening: 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. | | | | | | | | | | |
| **Toolbox** | | | | | | | | | | | |
| Language Functions | | Related Structures / Patterns | | | | | | | Vocabulary Expansion | | |
| Tier 1 | | |
| Provideng information like age, bday, origin | | avoir  Le quinze juin  Je viens de, Je suis de, je suis ne | | | | | | | Numbers, months, | | |
| Tier 2 | | |
| Expressing likes and dislikes | | J’aime, je n’aime pas, J’adore, Je déteste | | | | | | | Sports and hobby vocab | | |
| Describing people | | Adjective agreement | | | | | | | Adjective vocab. | | |
| Giving reasons for moving | | Travail, guerre, famille, argent, famille, liberté | | | | | | | Immigration vocab | | |
| **Key Learning Activities/Formative Assessments** | | | | | | | | | | | |
| Key Learning Activity/Formative Assessment  *(representative samples from beginning to end of unit)* | | | | How does this activity support the unit goals or performance tasks? | | | | Mode of Communication | | | **Interculturality**  **S**elf  **C**ommunity  **W**orld |
|  | | | |  | | | |  | | |  |
| Learners will watch 3 commercials will demonstrate comprehension by identifying the family members mentioned in each commercial.  <https://www.youtube.com/watch?v=MFk9YmJv-jchttps://www.youtube.com/watch?v=hcF_88HLOYk>  <https://www.youtube.com/watch?v=-qwhWQGbyng>  Qui sont les personnes mentionnées dans les vidéos ? | | | | Students are practicing listening for family relationship words while watching commercials for products in the target language. | | | | Interpretive | | | W |
| **Ask your partner about his/her family and answer questions about your family. Use question cards from the creative language classroom** | | | | Students are practicing having a conversation about family while using the question cards for scaffolding. | | | | Interpersonal | | | S,C |
| **Resources** | | | | | | | **Technology Integration** | | | | |
| Chromebooks  Google classroom site <https://classroom.google.com/c/NjkzMDI0MDBa> | | | | | | | PowerPoint, Prezi, Photo Story 3 or other media presentation, wordreference.com for translation help | | | | |