

Amana Academy French 1B Unit 3

**French 1B Unit 3: La Famille et Les Copains**

**Unit Description:**

This is unit 1 of 2 for the year. This is an 18-week unit. Students will learn about describing family, friends, pets, and various professions. Students will learn numbers 61-100. They will learn about relationships in the francophone world, including marriage and family.

**Essential Questions:**

How do people describe their families and family members?  
 How do people talk about how they spend their time?  
 How has the structure of the French family evolved?



Proficiency Target-Interpersonal  Novice-High	Proficiency Target-Speaking  Novice-High	Proficiency Target-Listening  Novice-High	Proficiency Target-Reading  Intermediate-Low	Proficiency Target-Writing  Novice-High
<p><b>I Can Statements</b>                      I can exchange basic information about my family.                      I can exchange information with others about French families.                      I can discuss Yannick Noah and his family.                      I can express location.                      I can exchange some information with others about marriage in the Francophone world.</p>	<p><b>I Can Statements</b>                      I can clearly pronounce vowels in French.                      I can use phrases related to talking about families.                      I can describe different objects and people.                      I can talk about the Pages d’Or of Belgium.                      I can talk about professions and occupations.                      I can describe emotional states.                      I can use phrases related to making complaints.                      I can say and write the numbers 61-100                      I can say where people and objects are located.                      I can talk about the geography and some cultural highlights of Paris.</p>	<p><b>I Can Statements</b>                      I can recognize family members and relationships among them.                      I can recognize expressions to describe people.                      I can explain the message of a commercial prepared for French speakers.                      I can distinguish between different types of friendships.                      I can identify words and expressions used to describe people in a short audio recording.</p>	<p><b>I Can Statements</b>                      I can utilize phrases for reading numbers.                      I can identify the Depardieu family.                      I can solve basic math problems using the numbers 61-100.                      I can predict the content of a text from visuals.</p>	<p><b>I Can Statements</b>                      I can identify and use common adjectives of nationality.                      I can use adjectives to express possession.                      I can say and write numbers 61-100.                      I can solve basic math problems using the numbers 61-100.                      I can write a brief letter about my family or an imaginary family.</p>

**Assessments:**

<p><b>Diagnostic:</b></p> <ol style="list-style-type: none"> <li>Essential questions</li> <li>Pre-assessment</li> <li>Class participation</li> <li>Q&amp;A</li> <li>Digital Components</li> </ol>	<p><b>Formative:</b></p> <ol style="list-style-type: none"> <li>Vocabulary quizzes</li> <li>Oral dialogs</li> <li>Games and songs</li> <li>Labeled drawings</li> <li>Listening practice</li> </ol>	<p><b>Summative:</b></p> <ol style="list-style-type: none"> <li>Unit tests</li> <li>Performance-based assessment – Speaking or Writing</li> <li>Projects</li> <li>Exams</li> </ol>
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**Standards to address in Unit:**

**Communication – Interpersonal Mode (IP)**

ML1.PS1.IP1: Students are able to express, in spoken and written language, basic greetings, farewells, courtesy, likes and dislikes, emotions and agreements/disagreements.

ML1.PS2.IP2: Students are able to use formal and informal forms of address as well as initiate and participate in brief oral and written exchange.

**Communication – Interpretive Mode (INT)**

ML1.PS3.INT1: Students are able to identify some main ideas and details when reading and listening as well as show comprehension of simple instructions.

**Communication - Presentational Mode (P)**

ML1.PS4.P1: Students will be able to give basic information about self and others.

**Cultural Perspectives, Practices, and Products (CU)**

ML1.PS5.CU1: Students are able to describe customs and traditions of the cultures such as greetings, celebrations and courtesies.

**Connections, Comparisons and Communities (CCC)**

ML1.PS6.CCCi: Students are able to identify geographical locations such as countries, cities and features.

ML1.PS7.CCC2: Students compare and identify patterns and behavior of target culture as well as their own.

<b>Know:</b>	<b>Understand:</b>	<b>Do:</b>
Vocabulary for family, friends and pets Possessive adjectives and expressing ownership with de Adjectives and adjective agreement Vocabulary for occupations Numbers 61-100 Prepositions of location	Different types of families in Francophone countries and in the US—differences as well as similarities Importance of accent aigu, grave, circonflexe, la cédille, et le tréma How to describe character traits and emotional states using gender That knowledge of possessive adjectives is necessary for describing one’s family. Similarities and differences between occupations in Francophone countries and the US	Properly identify, describe, and express ownership of family, friends and pets Ask and answer questions about family, friends, and pets Count to 100 Exchange phone numbers Read, write and spell some simple words using the accents orthographiques Using a map, ask about and locate places in the Francophone world using prepositions

**Major Concepts: (Consider all 4/5 Cs)**

<b>Concept 1</b> Family, friends and pets <b>CULTURE</b>	<b>Concept 2</b> Express ownership	<b>Concept 3</b> Describe people and occupations	<b>Concept 4</b> Numbers 61-100	<b>Concept 5</b> Locations and describing places
<b>Essential Vocabulary:</b> Aîné(e) Cadet/Cadette  Le beau-frère/la belle-sœur Le beau-père/la belle-mère Le cousin/la cousine Le demi-frère/la demi-sœur L’enfant La famille Le fils/la fille Le frère/la sœur	<b>Essential Vocabulary:</b> Mon, ma, mes ton, ta, tes son, sa, ses  Mon, ton, son (amie, école, etc.)  notre, nos votre, vos leur, leurs	<b>Essential Vocabulary:</b> Actif / active Antipathique Beau/belle/bel (un bel homme/ ami) Bleu/e Blond/e Bon/ne Brun/e châtain courageux/courageuse Court/e Cruel/le	<b>Essential Vocabulary:</b> Soixante et un à cent  Soixante-dix Soixante et onze Soixante-douze  quatre-vingts quatre-vingt-un quatre-vingt-deux  quatre-vingt-dix	<b>Essential Vocabulary:</b> À côté (de) à droite (de) à gauche (de) chez dans derrière devant en en face (de) entre loin (de)

<p>Le grand-père/la grand-mère  les grand-parents  Le mari/la femme  Le neveu/la nièce  L'oncle/la tante  Le père/la mère/les parents  Le petit-fils/la petite-fille/les petits-  enfants</p> <p>Le chat  Le chien  L'oiseau (m.)  Le poisson</p>		<p>Curieux/curieuse  Discret/discrète  Doux/douce  Drôle  Ennuyeux/ennuyeuse  Etranger/étrangère  Faible  Fatigué/e  Favori/favorite  Fier/fière  Fort/e  Fou/folle  Généreux/généreuse  Génial/e  Gentil/le  Grand/e  Gros/se  Heureux/heureuse  Inquiet/inquiète  Intellectuel/le  Jaloux/jalouse  Jeune  Joli/e  Laid/e  Lent/e  Long/ue  Malheureux/malheureuse  Marron  Mauvais/e  Méchant/e  Modeste  Naïf/naïve  Nerveux/nerveuse  Noir/e  Nouveau/nouvelle  Nouvel (ami, immeuble)  Paresseux/paresseuse  Pauvre  Pénible  Petit/e  Prêt/e  Rapide  Roux/rousse  Sérieux/sérieuse  Sportif/sportive  Travailleur/travailleuse  Triste  Vert/e</p>	<p>quatre-vingt-onze  ... ..  cent</p>	<p>par  près (de)  sous  sur</p>
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		<p>Vieux/vieille Vieil (homme, ami) Vrai/e</p> <p>Un/e architecte Un/e artiste Un/e athlète Un/e avocat/e Un coiffeur/une coiffeuse Un/e dentiste Un homme/une femme d'affaires Un ingénieur Un/e journaliste Un médecin Un musicien/une musicienne</p>		
<p><b>Essential Structure:</b> Gender of vocabulary words—using definite (<i>le, la, les, l'</i>) and indefinite (<i>un, une, des, de, d'</i>) articles</p> <p>Using accents <i>orthographiques</i> to spell and pronounce words properly</p>	<p><b>Essential Structure:</b> Using possessive adjectives: <i>C'est mon/ma..</i> <i>Ce sont mes...</i></p> <p>Using "de" to express ownership: <i>Le/la/les noun du/de la/des/de/d'</i> <u>noun</u>. = -'s (English)</p>	<p><b>Essential Structure:</b> Noun/adjective agreement</p>	<p><b>Essential Structure:</b> <i>Mon numéro de téléphone c'est le ...</i></p>	<p><b>Essential Structure:</b> Disjunctive pronouns after prepositions <i>Moi nous</i> <i>Toi vous</i> <i>Lui/elle eux/elles</i></p>
<p><b>Artifact &amp; Evidence:</b> Students' summative and formative assessments, PBAs, and project, Communication: le casting – leçon 3A</p>	<p><b>Artifact &amp; Evidence:</b> Students' summative and formative assessments, PBAs, and project, Communications: expliquez – leçon 3A</p>	<p><b>Artifact &amp; Evidence:</b> Students' summative and formative assessments, PBAs, and project,</p>	<p><b>Artifact &amp; Evidence:</b> Students' summative and formative assessments, PBAs, and project, communication: c'est quel numéron? Leçon 3b</p>	<p><b>Artifact &amp; Evidence:</b> Students' summative and formative assessments, PBAs, and project, Communication: à la librairie – leçon 3B</p>