

**World Languages: French  
Unit 3: Personal Life**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>• Language enables communication.</li> <li>• Language is inextricably linked to culture.</li> <li>• Specific vocabulary is used for descriptions of people in French.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does one describe oneself in French?</li> <li>▪ How does one describe physical and personality attributes in French?</li> <li>▪ How does one express preferences in French?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Adjectives agree in gender and number with the noun they modify.</li> <li>▪ Sentences require subjects and verbs.</li> <li>▪ There are three groups of verbs in French based on their ending in the infinitive form and the conjugation patterns are different.</li> <li>▪ The phonetics of French is different than English.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms</u>: Adjectives, être, avoir, ER verbs, professions</li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Describe personality and physical traits of oneself and others.</li> <li>▪ Ask and answer questions about oneself and others.</li> <li>▪ Express preferences about a wide variety of topics.</li> <li>▪ Express age and birthdate of oneself and others.</li> </ul>
<b>Related Maine Learning Results</b>	<p>A. <u>Communication</u>: Students communicate in the target language.</p> <p>A1 Interpersonal  <b>Students engage in simple conversations to provide and obtain information and to express feelings and emotions by creating simple sentences and/or strings of sentences. Students of modern languages use pronunciation and intonation patterns, which are comprehensible to speakers accustomed to interacting with language learners.</b></p> <p>a. Ask and answer a variety of questions on familiar topics, orally or in sign language, and in writing.</p> <p>b. Participate in conversations on a variety of everyday topics to meet personal needs.</p> <p>A2 Interpretive  <b>Students comprehend brief conversations, narratives, and recorded material in familiar contexts.</b></p> <p>a. Identify main ideas, topics, and details from simple oral/signed and written texts.</p> <p>A3 Presentational  <b>Students use simple sentences and strings of simple sentences to produce short oral/signed and written presentations based on familiar topics and including a level of accuracy in form and pronunciation that could be understood by speakers accustomed to interacting with language learners.</b></p>

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- a. Write/sign messages using a prescribed, culturally-appropriate format.
- b. Produce and present simple creative works orally and in writing.
- c. Convey personal preferences or information pertaining to everyday life orally and in writing.

**A4 Language Comparisons**

**Students compare the target language with English in order to better understand language systems.**

- a. Compare basic grammatical structures and syntax between languages.
- b. Compare idiomatic expressions between languages.
- c. Compare pronunciation systems between languages. \*
- d. Recognize that there are regional and/or historical variations in spoken language.
- e. Explain connections between languages through the identification of cognates.

**B. Cultures: Students demonstrate an understanding of a culture(s) in which the target language is spoken.**

**B1 Practices and perspectives**

**Students describe practices of a culture(s) and perspectives of a culture(s) in which the target language is spoken.**

- a. Describe examples of common beliefs of a culture(s) in which the target language is spoken.
- b. Describe common attitudes of a culture(s) in which the target language is spoken.
- c. Describe common similarities and differences related to practices of a culture(s) in which the target language is spoken.

**B2 Products and perspectives**

**Students identify and explain the significance of objects used in daily life, works of art, or historical artifacts that reflect the perspectives of a culture(s) in which the target language is spoken.**

**B3 Comparisons with Own Culture**

**Students recognize and compare perspectives related to products and practices of a culture(s) in which the target language is spoken to the cultural perspectives of the culture in which the student lives.**

- a. Compare verbal and non-verbal communication in a culture(s) in which the target language is spoken to communication in the culture in which the student lives.
- b. Recognize contributions of a culture(s) in which the target language is spoken to life in the United States including foods, celebrations, dress, and/or architecture

**C. Connections: Students expand their knowledge by connecting their study of a world language(s) with other content areas.**

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	<p><b>C1 Knowledge of Other Learning Results Content Areas</b>  <b>Students apply information acquired in other Learning Results content areas to further their knowledge and skills in the target language.</b></p> <p>a. Use the writing process learned in English Language Arts when writing for the target language class.</p> <p>c. Apply knowledge from other Learning Results content areas including literature, social studies, science and technology, and/or the visual and performing arts to tasks in the world language classroom.</p> <p><b>C2 Distinctive Viewpoints</b>  <b>Students locate authentic resources, available only through sources in the target language, and identify ideas about a culture(s) in which the target language is spoken.</b></p> <p>a. Locate media or other authentic sources from the target language and a culture(s) in which the target language is spoken and identify a perspective and/or practice of a culture(s) different from the students' own viewpoints and/or behaviors.</p> <p><b>D. <u>Communities</u></b> Students encounter and use the target language both in and beyond the classroom for personal enjoyment and lifelong learning.</p> <p><b>D1 Communities</b>  <b>Students demonstrate an understanding and use their knowledge of the target language to communicate with target language speakers, obtain information on familiar topics, and gain understanding of another culture(s).</b></p> <p>c. Communicate with students in the target language.</p> <p>d. Describe language skills and cultural insights gained through real or virtual travel.</p>
<p><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Oral presentations</li> <li>▪ Assessment of understanding of presentations</li> <li>▪ Use of oral vocabulary through continued use in context</li> <li>▪ Oral and written quizzes</li> </ul>
<p><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ Authentic videos</li> </ul>

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