

Unit #2: Les familles et les communautés (Families and Communities)

Content Area: **World Language**
Course(s): **Advanced Placement French**
Time Period: **November**
Length: **6 weeks**
Status: **Published**

Unit Overview:

This unit explores themes related to families in French-speaking communities that provide a meaningful context for students in which to acquire and develop a variety of language and cultural concepts. Students will learn and discuss how individuals contribute to the well-being of communities and how the role of beliefs and values differ in societies around the world. Students will read, discuss, listen to, and write about the themes of childhood and adolescence, age and class, the French education system, and friendship and love.

Essential Questions:

- What constitutes a family in French-speaking societies?
- What are some important aspects of family values and family life in French-speaking societies?
- What challenges do families face in today's world?
- What impacts do families in different societies have on the development of children and adolescents?
- What role does family and society play in our romantic choices?
- How do social relationships evolve in modern society?

Enduring Understandings:

- Families shape values and traditions, as well as personal beliefs and personal interests.
- Families face many challenges in society, including education and jobs.
- The concept and role of family is constantly evolving in contemporary societies.

Standards/Indicators/Student Learning Objectives (SLOs):

- Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, age and level-appropriate culturally authentic texts.
- Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level-appropriate culturally authentic material from the target culture.
- Use digital tools and face-to-face communication to ask and answer questions regarding how people from linguistically and culturally diverse communities live, work, and socialize.
- Create a multi-media rich presentation comparing how people live, work, and socialize in the home

and target cultures showing how the community and cultural products and practices impact life, work, and socialization.

FL.IM.7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
FL.IM.7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.
FL.IM.7.1.IM.IPERS.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
FL.IM.7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
FL.IM.7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.
FL.IM.7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.
FL.IM.7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
FL.IM.7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
FL.IM.7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
FL.IM.7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
FL.IM.7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
FL.IM.7.1.IM.IPRET.6	Restate oral conversations and written information on a variety of familiar and some unfamiliar topics.
FL.IM.7.1.IM.IPRET.7	Infer the meaning of some unfamiliar words in some new contexts.
FL.IM.7.1.IM.IPRET.8	Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures.
FL.IM.7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.
FL.IM.7.1.IM.PRSNT.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
FL.IM.7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.
FL.IM.7.1.IM.PRSNT.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
FL.IM.7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims.
FL.IM.7.1.IM.PRSNT.6	Relate stories about oneself and about events and other situations using sentences and strings of interrelated sentences.

Lesson Titles:

- Childhood and Adolescence
- The French Education System

- Love and Friendship
- Family Structures

Career Readiness, Life Literacies, & Key Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Communication and Collaboration
- Global Perspectives
- Civic Literacy

WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.

Inter-Disciplinary Connections:

- ELA: Language and Reading
- Social Studies
- Sociology

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.SL.11-12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual

	roles as needed.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Civic participation and deliberation are essential characteristics of productive citizenship.</p> <p>Governments around the world support universal human rights to varying degrees.</p> <p>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</p> <p>Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.</p>
SOC.9-12.2.2	Students will analyze how culture influences individuals, including themselves.
SOC.9-12.2.3	Students will evaluate important social institutions and how they respond to social needs.

Equity Considerations

Amistad Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Political
- Social

Climate Change

N/A

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

Summative Assessment:

- Needs and Problems of Adolescents Vocabulary Assessment-Interpretative
- A School Friend's Problem Conversation-Interpersonal
- French Educational System Vocabulary Assessment-Interpretative
- Argumentative Essay Vocabulary Assessment-Interpretative
- The Validity of "the Bac" Argumentative Essay-Presentational
- Secondary Education Cultural Comparison-Presentational
- Love and Friendship Vocabulary Assessment-Interpretative
- End of Year Celebrations Email-Interpretative, Interpersonal

Resources & Materials:

- NJDOE Student Learning Standards for World Language
- Textbook with online workbook and listening exercises: T'es Branche? 4 (Carnegie Learning)
- Textbook with listening CD: French Language and Culture (Barron's)
- Textbook: APprenons (Wayside Publishing)
- Textbook: Themes (Vista Higher Learning)
- Grammaire Guide (notes)
- Grammar worksheets (various sources)
- Quizlet Vocabulary and Grammar sets (flashcards, online activities and practice)
- AP Classroom
- DuoLingo
- Conjuguemos
- WordReference.com
- Tex's French Grammar website

Google Suite with Apps

- Google Classroom - questions, posts, assignments, share documents, polls
- Google Docs - individual assignments, document sharing for collaborative assignments
- Google Forms - surveys, formative and summative assessments
- WordReference Extension- Submit up to 10 words a day in French/English to find it's definition in the opposite language, conjugation guide
- Easy Accent Marks Extension- Add accent marks to documents, forms, emails, etc.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Needs and Problems of Adolescents Vocabulary Introduction-Understanding

- Needs and Problems of Adolescents Jigsaw-Understanding, Applying, Analyzing
- Needs and Problems of Adolescents Vocabulary Assessment-Understanding, Applying
- A School Friend's Problem Conversation (T'es Branche 4 workbook Activity 21, p. 20)-Evaluating, Creating
- Education Vocabulary Introduction-Understanding
- French Educational System Graphic Organizer-Understanding, Applying
- French Educational System Vocabulary Assessment-Understanding, Applying
- Argumentative Essay Vocabulary Assessment-Understanding, Applying
- The Validity of "the Bac" Argumentative Essay (T'es Branche 4 workbook Activity 20, p. 17-18)-Evaluating, Creating
- Secondary Education Cultural Comparison (Barron's, Selection 14, p. 183)-Analyzing, Creating
- Love and Friendship Vocabulary Introduction-Understanding
- Love and Friendship Reading, Discussion, Comprehension Questions-Remembering, Understanding, Applying
- Love and Friendship Vocabulary Assessment-Understanding, Applying
- Simulated Conversation: Love and Friendship Radio Show- Evaluating, Creating
- French and American Family Structure Graphic Organizer-Understanding, Applying
- End of Year Celebrations Email (T'es Branche 4 workbook Activity 16, p. 59)-Analyzing, Creating
- AP Reading Comprehension Practice-Applying, Analyzing
- AP Listening Comprehension Practice- Applying, Analyzing
- Delsea One
- SWAG

Formative Assessment:

Warm-Up

- lundi litteraire - Interpretation of French proverb or quote; writing prompt on the current topic in class
- mardi musicale- French song on the current topic in class (search for cognates/vocabulary, interpret lyrics)
- mercred'ecouter- Listening activity on the current topic in class
- jeudi journal - News article on current events or topic linked to class discussions
- vendredi video- Cultural video related to current topic in class or class discussions

Anticipatory Set

- Quizlet Practice (Flashcards, Learn) and QuizletLive/Quizlet Checkpoint
- Gimkit (multiple choice or typing mode)
- Blooket
- Conjuguemos
- Songs
- Videos
- Writing Prompts
- Listening Activities (authentic conversations, authentic commercials/advertisements, etc.)
- Fishbowl activity (Choose a question at random to answer.)
- Graphic Organizers (Venn Diagram, T-Chart, Organized Notes sheet)

- Whiteboard review games
- Vocabulary Flash Card games (Memory, POP!, Heads Up)
- Speaking Practice (large group, with a partner)

Other Possible Formative Assessments Appropriate to the Lesson

- worksheet practice activities-multiple choice, open-ended response
- reading comprehension
- listening comprehension
- Google Question
- Conjuguemos
- QuizletLive/Quizlet Checkpoint
- Gimkit
- Blooket
- class discussion
- DuoLingo practice
- homework

Closure

- Exit ticket
- 3-2-1
- Summary
- Debriefing
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Worksheet guided review practice
- Quizlet, Gimkit, Blooket
- Discussion Questions

Modifications

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be

considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

Technology Materials and Standards

- Duolingo - www.duolingo.com
- Conjuguemos - <https://beta.conjuguemos.com/verb/69>
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into English on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative Assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- College Board AP French Language and Culture Website
- College Board AP Classroom website

- T'es Branche student website
- VHL Central (textbook SuperSite)
- Wordreference.com (Online Dictionary) - <https://www.wordreference.com/>
- Gimkit - <http://gimkit.com>
- Tex's French Grammar website- <https://www.laits.utexas.edu/tex/>
- Padlet-<https://padlet.com/>
- US Census website-<https://www.census.gov/>

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Computer Science and Design Thinking Standards

CS.K-2.8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
CS.K-2.8.1.2.NI.1	Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.
CS.K-2.8.1.2.NI.2	Describe how the Internet enables individuals to connect with others worldwide.
CS.9-12.8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
CS.9-12.8.1.12.IC.3	Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.