Unit 2: Families & Communities

Content Area: **World Languages**
Course(s):
Time Period: **October**
Length: **6 weeks**
Status: **Published**

Transfer Skills

Students will be able to identify and use vocabulary related to family structures (e.g., single parent homes, civil unions, dual income households)

Students will be able to compare and contrast American and French families

Students will be able to discuss how family structures reflect an evolving French society.

Enduring Understandings

The students will understand that French family structures may differ from those in the US.

Students will understand that customs, values and traditions have a major impact on the workings of a French household.

Essential Questions

What might a family consist of in the 21st century?

How might French family structures compare and contrast from this in the US and other countries?

Content

Students will keep a record of their families activities during a given period and family traditions.

Students act out a Newlywed Game scenario, describing their background and interests.

Students write a letter to a family member in the future about what they have done now that they are 20 or 30 years older.

Students write a letter giving advice to a younger high school student.

Skills

Students will describe their families and others.

Students will analyze traditional and modern families and describe what constitutes a family.

Students will use various tenses/moods: passé composé, imparfait, plus-que-parfait, futur, conditionnel, futur antérieur, conditionnel passé.

Students will discuss family values and traits and recognize how they may differ from one culture to another.

Students will discuss how they were raised and what they will do when/if they raise a family.

Resources

Standards

Interpersonal Communication

Primary Objective: The student engages in spoken interpersonal communications.

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in oral interactions.

- The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Primary Objective: The student engages in written interpersonal communications.

- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.
- The student writes formal correspondence in a variety of media using appropriate formats and conventions.
- The student writes informal correspondence in a variety of media using appropriate formats and conventions.
- The student elicits information and clarifies meaning by using a variety of strategies.
- The student states and supports opinions in written interactions.
- The student initiates and sustains interaction during written interpersonal communication in a variety of media.
- The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.
- The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Interpretive Communication

Primary Objective: The student synthesizes information from a variety of authentic audio, visual, and audiovisual resources.

- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates comprehension of content from authentic visual resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio, visual, and audiovisual resources.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in audio, visual, and audiovisual resources.

- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Primary Objective: The student synthesizes information from a variety of authentic written and print resources.

- The student demonstrates comprehension of content from authentic written and print resources.
- The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.
- The student understands the purpose of a message and the point of view of its author.
- The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.
- The student demonstrates critical reading of written and print resources in the target cultural context.
- The student monitors comprehension and uses other sources to enhance understanding.
- The student examines, compares, and reflects on products, practices, and perspectives of the target culture(s).
- The student evaluates similarities and differences in the perspectives of the target culture(s) and his or her own culture(s) as found in written and print resources.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Presentational Communication

Primary Objective: The student plans, produces, and presents spoken presentational communications.

- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student creates and gives persuasive speeches.
- The student expounds on familiar topics and those requiring research.
- The student uses reference tools, acknowledges sources, and cites them appropriately.
- The student self-monitors and adjusts language production.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.

Primary Objective: The student plans and produces written presentational communications.

- The student produces a variety of creative writings (e.g., original story, personal narrative, script).
- The student retells or summarizes information in narrative form, demonstrating a consideration of audience.
- The student produces persuasive essays.
- The student produces expository writing, including researched reports.
- The student self-edits written work for content, organization, and grammar.
- The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).
- The student demonstrates knowledge and understanding of content across disciplines.