Unit 3: Personal and Public Identities: Multiculturalism

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

Transfer Skills

Students will explain how culture shapes identity.

Students will observe how culture can change and how that will affect it's population and it's practices.

Students will discuss the role of various ethnic groups and what they contribute to a particular society.

Enduring Understandings

Students will understand that culture shapes personal identity.

Students will understand that language shapes personal identity.

Students will understand that people around the world may identify with more than culture.

Essential Questions

How does life for a French teen compare to life for a Haitian teen or a French-Canadian teen?

How does a culture change over time?

What are the effects on teen life when a culture changes?

Content

Students will examine diverse French- speaking cultures through literature (e.g., Rosiny, St. Exupery) and authentic French Internet sources)

Students will learn to use vocabulary related to contemporary teen life (education, rites of passage, relationships, housing, shelter) in spoken and written forms.

Students will participate in daily email exchanges with French- speaking persons.

Students will present a specific nationality's stereotypes, will research where these ideas come from and discuss what can we do to eliminate them.

Skills

The learner will be able to understand native speakers in the target language.

The learner will evaluate usage of more advanced grammar structures, (le subjunctive, le plus-que-parfait).

The learner will compare and contrast teen life in French speaking countries to that in the US.

The learner will be able to synthesize answers and discussion on where cultural stereotypes come from.

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 formal situations.

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).

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 audiovisual 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 demonstrates critical viewing or listening of audio, visual, and audiovisual 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 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 uses reference tools, acknowledges sources, and cites them appropriately.

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.