

Unit 04: Les rapports humains : la vie adolescente et l'amitié

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 4

Unit Title:	Les rapports humains : la vie adolescente et l'amitié
Suggested Duration:	8 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Sociology: Compare and contrast cultures.

Business: Applying for a job.

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

Episodes of Peppa Pig, le Petit Nicolas in French.

<http://www.youtube.com/watch?v=R0Qk6dTdN4Y&feature=related> Bonne Journée

Internet websites:

46. Sur Lepointdufle <https://www.lepointdufle.net/>

47. Estudiodefances.com: http://www.estudiodefances.com/?page_id=9

48. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>

49. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>

50. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>

51. Francebienvenue explications sur la langue avec des dialogues
<https://francebienvenue1.wordpress.com/le-francais/>

52. Françaisfacile.com https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue_

53. <https://www.francaisavec pierre.com/> Français avec Pierre

54. Frank Sprog <https://www.franksprog.dk/>

55. Gabfle <http://gabfle.blogspot.com/>

56. Audio Lingua (tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>

57. Lingua.com (textes for beginners) <https://lingua.com/french/reading/>

58. Schoolshape <https://french-resources.org/>

59. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>

60. Tous les thèmes possibles avec plein d'exercices le baobab bleu <https://lebaobabbleu.com/>

16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi

17. <https://www.commeunefrancaise.com/welcome?youtube> Comme une française

18. Vocabulaire French and English subtitles <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
19. Dialogue French and English with subtitles 123dialogues.com
<https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
20. <http://fleuh.fr/> (comprehension ecrite orale grammaire et vocab tous les niveaux)
21. https://www.youtube.com/watch?v=qTB_-J6DmlM Journal en français facile
22. C'est à toi internet resources <http://irc.emcp.com/ircfiles/French2e/>
23. Dictionary/sound and image : listening and speaking
<http://www.languageguide.org/french/vocabulary/>
24. <https://www.youtube.com/watch?v=3bvDIbMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises
<https://français.lingolia.com/fr/grammaire/les-temps/limparfait/exercices>
26. <https://fr.islcollective.com/> (printables)
27. <https://innerfrench.com/videos/>
28. <https://www.lasouris-web.org/primaire/francais-lecture.html> Livres (lectures) gratuits et activités/jeux interactifs.
29. Ideas week-end avec la quotidienne (youtube)
https://www.youtube.com/results?search_query=idees+week+end
30. many dossier /topics that has combined various websites from different websites
<https://ticsenfle.blogspot.com/>
31. https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg Ccube academy (Conversational French beginner and intermediate)
32. <https://coffeebreaklanguages.com/coffeebreakfrench/> Coffee Break French
33. <https://savoirs.rfi.fr/fr/apprendre-enseigner> Apprendre et enseigner le français avec rfi
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent
34. <https://www.youtube.com/hashtag/frenchpod101>

Standard(s) Addressed

Standard 7 **World language**

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 Climate Change Education (world language)

- 7.1.IL.IPRET.6: Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- 7.1.IL.IPERS.6: Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.
- 7.1.IL.PRSNT.5: Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Standard 9 Career Readiness, Life Literacies, and Key Skills

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

- 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy. The core ideas are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
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.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
FL.IM.7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students’ own culture.
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
WL.IL.7.1.IL.IPERS.6	Exchange information with classmates and with native speakers of the target language about the effects of climate change on the target language region(s) of the world and suggest a few possible solutions.
WL.IL.7.1.IL.IPRET	Interpretive Mode of Communication
WL.IL.7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students’ own community.
WL.IL.7.1.IL.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students’ own regions.

STAGE I Desired Results

STAGE I Desired Results
<i>Objective (Transfer)</i>
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Describe their adolescent life: relationship with friends and family members.

- Compare and contrast their adolescent life with peers.
- Discuss and contrast how they earn pocket money/allowances and what they like to do with their money.
- Discuss and share ideas about the influence of technology on their life.
- Discuss and share ideas about the influence of fashion/clothing on their social life.
- Discuss and share the pros and cons of a uniform in school and how it affects relationships.
- Discuss and share the general problems that most teens encounter nowadays.
- Write complex sentences using detailed sentences, transitional words, conjunctions, and relative pronouns.

Mastery

Enduring Understanding

Students will understand that...

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

Essential Questions

- Why is diversity essential in our lives: understanding the differences and similarities between you and your peers?
- What are the different ways for a teenager to become more independent from parents?
- How do family relationships affect our life as teenagers?
- How do friendships affect our life as teenagers?
- What are our own talents and abilities that make us special individuals?
- What do clothes say about a teen? (Are you a victim of fashion and peer pressure?)

Acquisition

Students will know . . .

Students will be skilled at . . .

- **Key vocabulary related to relationships** between friends and family members such as: *s'entendre, se disputer, se moquer de, gronder, avoir confiance en, supporter quelqu'un, imiter, la sortie, permettre, défendre de, empêcher de, se fâcher contre, se vexer, s'inquiéter, ennuyer, embêter, taquiner...*
- **Key vocabulary related to “argent de poche”** (pocket money) such as: *faire des économies, dépenser de l'argent, s'acheter, l'argent de poche, se différencier, se remarquer, rejeter...*
- **Advanced key vocabulary related to leisure time/sports and teens.**
- **Advanced key vocabulary related to fashion/clothing and teens.** (*Key vocabulary on male and female garments and accessories, fabric, sizes, styles, brand names..*)
- **Advanced key vocabulary related to love and dating** such as; *être amoureux de, rompre, sortir, faire les doux yeux, le coup de foudre etc.*
- **Relative pronouns** *qui, que, ce qui, ce que.*

- Engage in small conversations telling about their relationships with friends, siblings, and parents.
- Compare and contrast their teen life:
 - Their talents and abilities and involvement in clubs, extracurricular activities, and sports.
 - Their independence from family and how they earn their pocket money.
 - Their clothes and their look among others.
 - Recount, describe and sequence events using learned tenses: the present indicative, the imperative mood, and the passé composé.
- Compare and contrast their abilities and talents using the comparative and the superlative of adverbs.
- Form questions using correctly the interrogative pronouns.
- Recognize direct and indirect object pronouns and place in the correct order in a declarative, affirmative, interrogative and negative sentence.
- Use correctly the relative pronouns *qui, que, ce qui, ce que.*
- Write in their journal using compound sentences while applying learned vocabulary and language functions.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p><u>Week 1:definition famille/ Ma famille</u></p> <p><u>Youtube:Présenter ma famille</u> (le 100ème anniversaire de mon grand-père)</p> <p><u>Youtube : parle-moi de ta famille</u></p> <p><u>Questions about the conversation : parler de sa famille</u></p> <p><u>Parle-moi de ta famille - transcript</u></p> <p><u>Parle-moi de ta famille : opposites</u></p> <p><u>Week 2: les rapports en famille</u></p> <p><u>Google document : write a paragraph about their family answering questions .</u></p> <p><u>PDF : Famille je vous aime</u></p> <p><u>Google document: vocabulary on famille je vous aime</u></p> <p><u>Week 3: famille je vous aime / listening audio lingua</u></p> <p><u>Audiolingua: Frédéric : ma famille</u></p> <p><u>PDF: frères et soeurs , entente et mésentente</u></p>	<p>Assessment #1</p> <p><u>Les rapports en famille</u></p> <p>Assessment #2</p> <p><u>Les rapports en famille=cod/coi/to nique</u></p> <p>Assessment # 3</p> <p>La famille</p> <p><u>Teacher copy</u></p> <p><u>Student copy</u></p> <p>Assessment # 4 :</p> <p>Les rapports en famille, amitié, amour</p> <p><u>Teacher's copy</u></p> <p><u>Student's copy</u></p>

[BD comique des familles recomposées](#)

[Audio lingua : Nicolas et ses relations avec ses parents](#)

[Situation familiale , donnez des conseils à chaque situation](#)

[Week 4: l'amitié , songs and introduction of future tense](#)

[Google document :Introduction to the future tense](#)

[Liveworksheet on future tense](#)

[Ccube academy to review the future tense](#)

[Quote on friendship](#)

Friendship songs

Toi mon ami , mon amour

<https://www.youtube.com/watch?v=WQ1ignN4CUk>

Toi mon ami ma soeur video

<https://www.youtube.com/watch?v=roMqcQGV5Vk>

Mon ami, ma soeur : lyrics

<https://www.youtube.com/watch?v=A46I2-Y0xHk>

Toi , mon ami ma soeur : video

<https://www.youtube.com/watch?v=9JPKvNM9KL0>

Kids united : les liens de l'amitié

<https://www.youtube.com/watch?v=1tdbtRpfk-c>

With lyrics only

<https://www.youtube.com/watch?v=TLtmgZDxWlk>

Song l'amitié

https://www.youtube.com/watch?v=XIhqKji_3Wo

Song hymne à l'amitié by Celine Dion

<https://www.youtube.com/watch?v=N0RcXvwD7BI>

[Ma meilleure amie by VALD](#)

Reference sheets to help with paragraph on relationships

ws1. https://drive.google.com/open?id=1hvAn0SWwolc8edj45cu41A5o_eMfA2H2WH937rrBXZA&authuser=0

ws 2

https://drive.google.com/open?id=1e5Xn2dZAG2kHdWB8udmj_L5zf2zRbRLPOzW-asAEIAY&authuser=0

Week 5: amitié songs, feelings and expressions of emotions

[Google document: entre amis : expressions et sentiments](#)

[Audiolingua: Vanina describes her best friend](#)

[Epuzzle : l'amitié \(OKAPI\)](#)

[Edpuzzle :Peppa Pig : meilleures amies](#)

[Edpuzzle : amitié \(listen and read subtitles to define it \)](#)

Week 6- listening to friendships and learning more vocab about friends and lovers - Bien dit

[Amitié et amour : texts in Bien Dit](#)

[Appreons google document :Lettres et conseils \(broken hearts\)](#)

Week 7 and 8 : clothing, are you what you wear, does appearance count, uniform in schools

[Article of Lady Gaga](#)

[Youtube on clothing and accessories](#)

Scholastics articles to read and discuss

[Les soldes à Angoulême](#)

[Mots croisés](#)

[La mode passionnément](#)

[À vos marques](#)

[L'apparence ne compte pas](#)

[Victime de la mode](#)

[Mon style à moi](#)

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment). All courses follow a [balanced assessment system](#) with Practice and Assessments.

- Word banks when needed
- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

[Week 1:definition famille/ Ma famille](#) - listening practices and readings

Week 1:”ma famille” (my family)

- Review old vocabulary on family members, origin, nationality, and professions.
- Watch a video to define "la famille". Go over the definition.
- IL: Listen to a student talk to professor about a family celebration : her grandpa's 100 years <https://www.youtube.com/watch?v=4KUtOXClhks>
- IL: listen to two speakers A and B . Write as much info as possible about each one's family situation. <https://www.youtube.com/watch?v=T8YLTz1GZnI&t=13s>

Review: doué, faire un stage à l'étranger, depuis la mort, passer les vacances ...

Questions on the listening section

<https://docs.google.com/document/d/1YKIKFuY31bP6iQkAAGcYIrRPOdPZkMGv05Z0Ea5Y-NY/edit>

- **Read the text of La famille Lardan and review stress pronouns**
<https://drive.google.com/open?id=17YFHPW81luElqx6KyEdFLzAtjEqL-axo&authuser=0>

Students share different ideas about their family.

Week 2: les rapports en famille

- Read short texts from scholastic magazine: famille je vous aime
https://drive.google.com/open?id=1uK2DxFTmxOU-HLSX5XaMA_vYLFnCEvb6&authuser=0
- Engage in mini conversation to discuss, compare and contrast ideas with peers.
- Take notes, review vocabulary on board, complete worksheets.

Week 3: famille je vous aime / listening audio lingua

- Read scholastic article : frères et soeurs and discuss their relationships with siblings and family members
- Listen to recordings and understand the relationships
- Read various household situations and give advice to each situation

Week 4: l'amitié , songs and introduction of futur tense

- Introduce the simple future tense
- Discuss friendship
- Listen to songs and learn the lyrics of songs on friendship
- Draw the portrait of their best friend and write a paragraph about them.

Week 5: amitié songs, feelings and expressions of emotions

- Audiolingua : a vacation in Rouen (after their break)

- listening comprehension Edpuzzle (OKAPI) .
- Peppa Pig Meilleurs amis Edpuzzle
- Practice expressions and emotions : avoir l’air

Week 6: listening to friendships and learning more vocab about friends and lovers - Bien dit

- Reading texts about friends and lovers (Bien Dit)
- Broken relationships (APprenons)
- Assessment on relationships and lovers

Week 7 and 8 : clothing, are you what you wear, does appearance count, uniform in schools , NJSLA testing

- Review and learn new vocabulary on clothing and accessories
- Describe their clothes and their style
- Read articles expressing fashion and how teens view their image in society through their appearances and clothing

Modifications

How are the activities modified/differentiated? (i.e.: abridged text)

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher google slides

School appropriate films

Une fois pour toute Hale Sturges II, Linda Cregg Nielsen, Henry L. Herbst.

C’est à toi textbook Paradigm

Diversity, Equity, & Inclusion

Diversity, Equity & Inclusion

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

Use of technology throughout lessons on a daily basis

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Education

ClimateChange Education

Enduring Understandings/Core Ideas

Performance Expectations

Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the [Core Idea and Performance Expectation](#) from NJDOE link above.

Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Francophone countries