

# Unit 04: L'avenir : la technologie et ses influences

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 4

<b>Unit Title:</b>	<b>L'avenir : la technologie et ses influences</b>
<b>Suggested Duration:</b>	<b>10 weeks</b>

## Interdisciplinary Connections

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

Sociology: Compare and contrast cultures.

Computer Sciences: Technology and inventions.

## Technology Integration

Technology Integration
Northern supports the integration of the <a href="#">SAMR Model</a> : 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.

Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefrances.com: [http://www.estudiodefrances.com/?page\\_id=9](http://www.estudiodefrances.com/?page_id=9)
3. Podcastfrançaisfacile <https://www.podcastfrançaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-français/>
7. Françaisfacile.com [https://www.françaisfacile.com/cgi2/myexam/liaison.php?liaison=\\_dialogue\\_](https://www.françaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue_)
8. Frank Sprog <https://www.franksprog.dk/>
9. Gabfle <http://gabfle.blogspot.com/>
10. Audio Lingua ( tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
11. Lingua.com ( textes for beginners) <https://lingua.com/french/reading/>
12. Schoolshape <https://french-resources.org/>
13. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
14. Niveau avancé voyages en français <http://voyagesenfrançais.fr/?lang=fr#.WuD4RsiUvIU>
15. Le baobab bleu <https://lebaobabbleu.com/>
16. Vocabulaire French and English subtitles
17. <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
18. Dialogue French and English with subtitles 123dialogues.com <https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
19. C'est à toi on CD rom
20. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>
21. CCubeAcademy <https://www.youtube.com/watch?v=fflhkR8OnWA>
22. Dialogues français : <https://www.youtube.com/watch?v=GakhqWvmcIc>
23. Dialogues français:<https://www.youtube.com/channel/UCfrds0-hPh8ItztSxuwHKAA>
24. Dialogues français : tolearnFrench list : <https://www.tolearnfrench.com/lessons/dialogues.php>
25. Languages online ( textbook and exercise)

<https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html>

26. Français avec Pierre

27. <http://fleuh.fr/> (comprehension écrite orale grammaire et vocab tous les niveaux)

28. Des Thèmes en lien avec la littérature <https://littefle.wordpress.com/category/a1/>

## Standard(s) Addressed

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Standard 7 [World Languages](#)

Standard 8 [Computer Science and Design Thinking](#)

Standard 9 [Career Readiness, Life Literacies, and Key Skills](#)

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
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

## STAGE I Desired Results

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STAGE I Desired Results	
<b>Objective (Transfer)</b>	
<i>Students will be able to independently use their learning to...</i>	
<ul style="list-style-type: none"><li>• Demonstrate general knowledge on technology today.</li><li>• Discuss and share personal ideas on how often and why they use technology.</li><li>• Discuss the benefits and the disadvantages of technology in our world today.</li><li>• Describe the major progress that France had made in the past few years in the field of technology and inventions.</li></ul>	
<b>Mastery</b>	
Big Ideas/Enduring Understanding	Essential Questions
<i>Students will understand that...</i>	<ul style="list-style-type: none"><li>• How does technology impact our lives today?</li></ul>

- 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.

How dependent are we?

- Do you think that technology is beneficial or detrimental?
- How do you envision your future related to technology?

### Acquisition

*Students will know . . .*

- **Latest technological innovations in the French speaking world.**
- **Key vocabulary related to technology** such as; *ordinateur, internet, toile, moniteur, écran, clavier, touche, alphanumérique, sonnerie, télécharger, sauvegarder, copier, couper-coller, réviser, fichier, envoyer, courriel, satellite, minitel, signaler, accéder, SMS, messagerie, téléphone portable, appuyer, logiciel, imprimerie, scanner, jeu-vidéo, se brancher, être accro, la clé USB, virtuel, réalité, robot...*
- **Information on technological advancement in France (the spatial**

*Students will be skilled at . . .*

- Discuss how technology impacts their lives today and to what extent they are dependent upon technology.
- State their opinions as to whether they feel that technology is beneficial or detrimental and discuss the pros and cons of technology?
- Portray the future related to Technology?
- Assess their own technological capabilities.
- Demonstrate mastery of new vocabulary.

center, TGV and Eurotunnel).

- Discuss : Space Center, Le TGV, Eurotunnel...

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p><b>Interpretive:</b></p> <ul style="list-style-type: none"><li>• Reading comprehension of written material. Answering questions of multiple choices.</li><li>• Listening comprehension and answering multiple choice questions (songs, short texts, storybooks, short scenarios using authentic realia from online resources, textbooks, and scholastic magazines).</li><li>• Weekly HW on topic</li><li>• Exit slips.</li></ul> <p><b>Interpersonal:</b></p> <ul style="list-style-type: none"><li>• Interactive exercises</li></ul>	<p>Choose at least 3 assessments from the list below</p> <ul style="list-style-type: none"><li>• <b>Interpersonal assessment: es-tu techno correct ?</b> student/student mini unrehearsed conversations related to the topic. (Interpersonal) <a href="https://docs.google.com/document/d/16AGsCMupf5YJ8QWI7H22-7Pg4Tw-XWZQ47LaQ3KMsy8/edit">https://docs.google.com/document/d/16AGsCMupf5YJ8QWI7H22-7Pg4Tw-XWZQ47LaQ3KMsy8/edit</a></li><li>• <b>Assessment listening comp : youtube in Edpuzzle “le covoiturage “</b> <a href="https://edpuzzle.com/assignments/6064879d1a2960423f84a13b/students">https://edpuzzle.com/assignments/6064879d1a2960423f84a13b/students</a></li><li>• <b>Assessment : listening comp in Edpuzzle :</b> <b>notre vie privée sur internet</b> <a href="https://edpuzzle.com/media/581931f3378a266b65e54246">https://edpuzzle.com/media/581931f3378a266b65e54246</a></li></ul>

between teacher/students and student/student using white boards, games, and teacher created worksheets.

- Weekly unrehearsed mini conversations on learned/reviewed topics between teacher/students and student/student.
- Watch short videos with immediate post-viewing discussions between teacher/students.

#### **Presentational:**

- Reading/listening comprehension and answering open-ended questions in simple sentences/short paragraphs.
- Bi weekly journal entry on reviewed/learned material.
- Watching videos and answering post-viewing open-ended questions in simple sentences.

- **Assessment :Listening comp in Edpuzzle**

**Réseaux sociaux , tous accros.**

<https://edpuzzle.com/media/5e81455f9ffc73f0179337a>

- **Assessment presentation: project:“une invention originale ”**

Students will create a poster/powerpoint about an original invention of their own creativity. They will describe the different characteristics, functions, finalities, and importance of their invention. (Presentational).

- Paired activities to rehearse vocabulary/sentences and structure using given directions.
- Pictures prompted activities.
- Exit slips.

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

Other Evidence:

- Read in various dialogues from textbooks and magazines.
- Use powerpoint to practice learned vocabulary and language functions.
- Computer lab activities for researches.
- Read and discuss cultural aspects.
- Watch school appropriate mini dialogues on YouTube.

**STAGE III Learning Plan**

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## Organize plan by weeks

### Week 1: “la technologie et moi” (technology and me).

- Humor with technology :

[https://docs.google.com/presentation/d/1Axs9\\_rPQ9MzNMtHLPzCRncuCOducUG1QiuH7nImzRUU/edit](https://docs.google.com/presentation/d/1Axs9_rPQ9MzNMtHLPzCRncuCOducUG1QiuH7nImzRUU/edit)

- Listen and discuss the song on Technology: “Mon précieux “ by Soprano

<https://www.youtube.com/watch?v=OVmfGb8XKSg#7s8d6f87>

- Questions /answers based on song “ mon précieux” : interpersonal about the use of phones :

Ask the students if they do the same things and gestures as they have seen in the song ( do they sleep with phone by their side? Do they look at the phone as first thing in the morning? Do they take it with them everyone even to the bath? Do they forget it and feel lost ?

- Worksheets : vocabulary practices :

<https://drive.google.com/open?id=0B83fUHNfeQf2ZmlIOGhNU2NCN0k&authuser=0>;<http://www.bonjourdefrance.com/exercices/contenu/15/vocabulaire/436.html>

<http://www.bonjourdefrance.com/exercices/contenu/20/vocabulaire/558.html>

<https://drive.google.com/open?id=0B83fUHNfeQf2X0Fmd29JNEo1eVk&authuser=0>

- Liveworksheets to practice the vocabulary

<https://www.liveworksheets.com/lx1466497se>

<https://www.liveworksheets.com/c?a=c&m=d&is=y&l=oo&i=ucttfs&r=kz&db=0>

<https://www.liveworksheets.com/c?a=c&m=d&l=el&i=tncsfx&r=re&db=2>

## Week 2 and 3: Les réseaux sociaux (NJSLA TESTING )

- Read articles from scholastic magazines and discuss how they use technology in their daily life: es-tu techno correct? Es-tu accro? T'es sur quoi? La semaine sans un ordinateur... Reading and discussing various short articles from scholastic magazine:

- T'es sur quoi?

[https://drive.google.com/open?id=1QaksBMrJRSh-q-G\\_V7Z5qkltRUzhTREh&authuser=0](https://drive.google.com/open?id=1QaksBMrJRSh-q-G_V7Z5qkltRUzhTREh&authuser=0)

- Es-tu techno correct?

<https://drive.google.com/open?id=17-qc0K3K6LLQyMEu3wag27aSHYp3lWAc&authuser=0>

- Quel technophile es-tu ?

<https://drive.google.com/open?id=1JEZzJnbSMgVWEkeraARUk9BNtY-lPeAR&authuser=0>

## Week 3: “les avantages et les inconvénients de la technologie” ( advantages and disadvantages of technology).

- Read and discuss the pros and cons of technology in our lives: la fin de la vie privée, les pirates de l'internet....

<https://drive.google.com/open?id=0B83fUHNfeQf2LUhiSUpRbmZkdzQ&authuser=0;>

- Chloé et les médias sociaux

<http://apprendre.tv5monde.com/fr/apprendre-francais/les-reseaux-sociaux-0?exercice=1>

## **Week 4-5: la technologie dans la salle de classe : les tablettes, Facebook, cyberintimidation**

**Week 6-8: “les inventions et le progrès technologique dans les pays francophones (inventions)**

- Ariane :(c’est à toi)
- <https://drive.google.com/open?id=0B83fUHNfeQf2OU1DaGRPa0FHY2M&authuser=0>
- Watch the documentary video on the Eurotunnel.
- La robotique ( Thèmes )
- Le clonage (thèmes)

**Week 9-10: presentation of students projects on an invention**

**Extensions :**

- Debate on Nuclear Power: Discuss and take notes.

## 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 created google slides

School appropriate films

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

Quizlet sets

liveworksheets

Documentary video: L'Eurotunnel.

## 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.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, students with 504 plans , LGBT, and the students with disabilities .

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

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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**

<a href="#">ClimateChange Education</a>	
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 <a href="#">Core Idea and Performance Expectation</a> from NJDOE link above.	