

OLD Unit 01: La famille et la communauté

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	La famille et la communauté Families and Communities
Suggested Duration:	6 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 1-school systems 2- families, traditions and communities in different societies 3- social structures 4- relationships

Social studies : holidays and celebrations

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.

1. Culture / newspaper/ magazines

- Civilization Francaise: Cortland - <http://web.cortland.edu/flteach/civ/>
- Activités culturelles en FR - <http://culturebox.france3.fr/#/all>
- Culture à la une - <http://www.culture.fr/fr/sections>
- Espace Apprendre - <http://www.canalacademie.com/apprendre/index.php>
- Espace Français - <http://www.espacefrancais.com/home.php>
- En première Page dans les journaux - <http://www.newseum.org/todaysfrontpages/flash/>
- RTBelge-Société (vidéos) - <http://www.rtbf.be/info/societe>
- Magazine France-Amérique - <http://www.france-amerique.com/>
- Journal "Le Monde" - <http://www.lemonde.fr/>

2. Grammar and verb conjugation

- Un nuage de mots - <http://www.wordle.net/>
- Dictionnaire TV5 - <http://dictionnaire.tv5.org/dictionnaires.asp?Action=1&mot=symbole&che=1>
- Word reference: excellent dictionnaire Fr -An - <http://www.wordreference.com/>
- Synonyme - <http://www.synonyms-fr.com/>
- Verbix - Conjugaisons des verbes - <http://www.verbix.com/languages/french.shtml>

3. Written Interpretative communication: Littérature et textes actuels

- Articles actuels en ligne par thèmes - <http://www.internetactuel.be/>
- Wiki: Reading Resources for French Teachers - <http://readingresources4frenchteachers.wikispaces.com/home>
- Ebook en francais - <http://www.litteratureaudio.com/>
- Maupassant : Ouvres - <http://maupassant.free.fr/>
- La poésie 1 - http://poesie.webnet.fr/home/pages/liens_utiles_poesie.html

- Poème à écouter - <http://wheatoncollege.edu/academic/academicdept/French/ViveVoix/>
- Le club des poètes - <http://www.poesie.net/framot2.htm>
- Littérature audio-vidéo - <http://www3.unileon.es/dp/dfm/flenet/culturecours.htm>
- Les Proverbes - <http://www0.hku.hk/french/dcmScreen/lang2043/proverbes.htm>
- Etiquette du Savoir Vivre en France - <http://www0.hku.hk/french/dcmScreen/lang2043/etiquette.htm>
- RAFT project - <http://www.readingquest.org/strat/raft.html>

4. Written interpretative communication: audio

- France 2 - <http://www.france2.fr/>
- TF1 - <http://www.tf1.fr/>
- Télévision Suisse Romande - <http://www.tsr.ch/info/>
- Courtes vidéos sur l'info TSR - <http://www.tsr.ch/video/info/>
- Radio France Internationale - <http://www.tsr.ch/video/info/>
- TV5 - <http://www.tv5.org/>
- RadioTélévisionBelge - <http://www.rtbf.be/info/monde>
- 7 jours sur la planète - <http://www.tv5.org/TV5Site/7-jours/>
- Sites de chansons - <http://platea.pntic.mec.es/~cvera/hotpot/chansons/index.htm>
- Site chansons 2 - <http://www.lepointdufle.net/chansons.htm>
- Lyrics Training - <http://lyricstraining.com/>
- Podcast : one thing in a French Day - <http://onethinginafrenchday.podbean.com/>
- Podcast facile: la France bis - <http://www.lafrancebis.com/>
- Radio Canada - <http://www.radio-canada.ca/>

Standard(s) Addressed

NJ Core Curriculum Content Standard(s) addressed:

Standard 7.1 – Communication

All students will be able to communicate in at least one World Language in addition to English. They will use language to: engage in conversation; understand and interpret spoken and written language; present information, concepts, and ideas while making connections with other disciplines; compare the language/culture studied with their own; and participate in multilingual communities.

Standard 7.2 – Culture

All students will demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices.

STAGE I Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<i>Students will be able to independently use their learning to...</i>	
Mastery	
<p>Big Ideas/Understanding</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none">• 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	<p>Essential Questions</p> <p>General theme</p> <p>Families and societies:</p> <ul style="list-style-type: none">• How do individuals contribute to the well-being of communities?• How does the role of the family and of the community differ from one society to another in the world? <p>Sub-themes essential questions:</p> <p>The structure of a family</p> <ul style="list-style-type: none">• How did the structure and the composition of a family evolve from past to present <p>Time?</p>

the world.

- Language students have the ability to participate in multilingual communities.

- What role does each member of the family play?

Aging

- What socio-economic norms distinguish social classes?
- How is aging being perceived from one society to another?

Customs, celebrations, and entertainments

- To what extent do celebrations and customs influence and mark our lives?
- How are the teens entertainment in a francophone country different and similar to ours?

Schooling and education

- How is the school system different from one society to another?
- Who else contributes to the education of a child?

Friendship and love

- Why is friendship and love important for society?
- How can friendship be different from one society to another?

Acquisition

Students will know . . .

- Essential vocabulary related to each theme
- Grammatical structures, idioms and familiar street language
- Formal and informal speech.
- Differences and similarities in societies
- The evolution and the changes of the family in our days
- The differences in schooling system in the US and in a French speaking country

Students will be skilled at . . .

- Demonstrate acquisition of unit vocabulary
- Control of grammatical and syntactical forms in writing and speaking
- Interpret written passages and audio from francophone sources
- Reply in writing to email/blog

<ul style="list-style-type: none"> • The social security and aging in different francophone countries • The meaning and the influence of customs and holidays in a Francophone country • The life and the relationships of teens in a francophone country 	<ul style="list-style-type: none"> • Engage in conversation • Express and justify their opinion in oral and written formats • Establish cultural comparisons and make cultural presentations.
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STAGE II Assessment Evidence

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Evaluation	Assessments
<ul style="list-style-type: none"> • Create a presentation based on the studied theme including texts, graphics, pictures and recordings. 	<p>Formative and summative assessments</p> <ul style="list-style-type: none"> • Journal entries • Excerpts from released AP French Language Exams. • Presentations with visuals or props (PowerPoint, posters, show and tell, etc.) • Essays • Debates • Teacher observations • Classroom interaction and student participation / involvement. • Vocabulary quizzes • Individual conferences, small group discussions and interviews. • Teacher created a worksheet on related topics to

check for understanding.

Modifications

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

STAGE III Learning Plan

STAGE III Learning Plan

Organize plan by weeks

Specific Instruction and Learning Activities:

Week 1: introduction to the AP course and exam

Video explaining the different components, themes, objectives...

<https://www.youtube.com/watch?v=RK3J9ntHdDw>

Video tips on taking the test

https://www.youtube.com/watch?v=c_ff3xpOSTM

Themes and sub-themes with essential questions

<https://www.belmont.k12.ma.us/bps/Portals/2/bhs/docs/summer/2020/AP-Travail-dete.pdf?ver=2020-06-18-152746-080>

French proficiency test for fun

<https://www.transparent.com/learn-french/proficiency-test.html>

Week 2 : définition “c’est quoi une famille”, les différentes structures familiales, comparaison culturelle , la vie en couple/ les mariages.

Week 3: evolution de la structure familiale , le mariage, les Pacs

https://docs.google.com/document/d/1CdKBiHiIt3iVmM2UcMhz96NzuXYx8DQxNU0_N0_nFw/edit?usp=sharing

Week 4:

**Présentations orales (Le Petit Prince/ leur famille comparée à la famille en Haïti et au Burkina Faso)
, le rôle des grands-parents**

<https://docs.google.com/document/d/1LhAeoNnQBhdzdg4XA0yQS1fZaGYqWnyVGpouchUlxw4/edit?usp=sharing>

Week 5: Les grands-parents, les rapports en famille

Le changement de mentalité (les vieillards au Burkina Faso)

Comment Dimitri et Chloé ont adopté une grand-mère (Thèmes)

Introduction des coutumes : la cérémonie du thé

Week 6: les traditions et les carnavals

Week 7: La Saint Valentin , amour et amitié

Week 8: Roméo Kiffe Juliette(amour)

la communauté> une jeunesse solidaire / le bénévolat

Les adolescents dans la communauté

Email practice

Week 8: Listening practice

Assessments: Print/ print and audio/ email response/ cultural comparisons: les valeurs des jeunes

Week 9: National French week /NJEA convention

- Read articles or literary selections either on covering a wide range of topics and vocabulary.
- Write a multitude of short response paragraphs to questions presented by the teacher.
- Essays: These essays will generally range 100-150+ words. These will be graded on the AP scoring scale.
- Listen to oral presentations, take notes and be able to respond with comments, questions or written reviews.

- Listen to taped stories and other selections, take notes based on their comprehension of the material and complete listening comprehension quizzes in preparation for the AP Exam.
- Practice speaking skills in a variety of activities --directed response, storytelling, simulated scenarios, interviews and oral improvisations.
- Contribute to class discussions, conversations and summaries of reading selections.
- Prepare, narrate and tape stories using 2-minute tapes. Most of these stories will be based on pictures distributed in class and will be completed approximately every two weeks throughout the school year.
- There will be at least one major oral and one major written project assigned each quarter. This project will be a group project with groups determined by the instructor. Many projects required library research by the student. Planned projects include debates, story telling, PowerPoints, posters, skits or the design and creation of a children's book.
- Peer editing and revising activities.
- Internet activities to do research in French-speaking countries.

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

Primary Textbooks:

Title: **Une Fois Pour Toutes**

Publisher: Addison Wesley Longman Author: Sturges Date: 1993

Title: **AP French: Preparing for the Language and Culture Examination**

Publisher: Pearson Author: Ladd Date: 2012

Title: **Allons au-delà**

Publisher: Pearson Author: Ladd Date: 2012

Title: **APprenons**

Publisher: wayside 2nd edition Authors Zwanaiger. Goings. Rench. Selden Griffin

Title: **Thèmes**

Publisher: Vista higher learning Author Weiss

Title: **Ap French language and culture**

Publisher: Barron's Authors Weiss and Gurbigov 2019

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

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 <u>Core Idea and Performance Expectation</u> from NJDOE link above.	