

# OLLD Unit 03: La quête de soi

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 3

<b>Unit Title:</b>	<b>La quête de soi</b> Personal and public identities
<b>Suggested Duration:</b>	<b>5 weeks</b>

## Interdisciplinary Connections

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<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:** communities and values

**Social studies :** religions and beliefs

**Civism:** patriotism and citizenship

**Psychology:** understanding one's identity

## 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.

## 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.rtb.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](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./](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/>

#### **Week 1: c'est quoi la francophonie? Mini presentations on a French speaking county**

- Un jour une question video

- Pourquoi apprendre le français video
- Presentations and discussions

### Week 2: Presentation d'un pays francophone, Thanksgiving

- Vocabulaire de la francité (Thèmes)
- L'OIF ( texte et questions - Thèmes)
- L'anglicisme menace-t-il le français ?

<https://docs.google.com/document/d/12dtkmJGxPNgyhttps://docs.google.com/document/d/12dtkmJGxPNgyaDD5PvVKFP7LNLZAuBLr0Uz3UP5r50/edit>

### Week 3: le plurilinguisme et les identités linguistiques

- L'argot africain inspire le français (Thèmes)
- Ma langue : grand-maternelle ( Thèmes- le beau et l'esthétique)  
[https://drive.google.com/file/d/1LTBuZ7hiju5t86VtnewS7Mf6zaebvlp/view?usp=share\\_link](https://drive.google.com/file/d/1LTBuZ7hiju5t86VtnewS7Mf6zaebvlp/view?usp=share_link)
- Le plurilinguisme au Maroc (Thèmes)
- Wikitong : promouvoir les langues ( Apprenons)
- Les langues en voie de disparitions: deux blogueurs africain en parlent (APprenons)
- **Read the different sayings “ qu'en pensez vous” TpT . and discuss .**
- [https://docs.google.com/document/d/1BKg\\_0AxJ3WMZKjYsFmFl\\_3k5iJjqlIuoqffNagrEbA/edit?usp=drive\\_web&authuser=0](https://docs.google.com/document/d/1BKg_0AxJ3WMZKjYsFmFl_3k5iJjqlIuoqffNagrEbA/edit?usp=drive_web&authuser=0)
- **L'amitié et notre identité**  
[https://docs.google.com/document/d/1awqBykwiYhua\\_jGmBzVjq-Nli37JmAddoCm3q0ljiKA/edit](https://docs.google.com/document/d/1awqBykwiYhua_jGmBzVjq-Nli37JmAddoCm3q0ljiKA/edit)
- **Assessment : reading and listening / identité linguistique**

### Week 7 and 8 : identité et amitié / identité publique et privée

- Read, watch a video and discuss friendship and how it is a valuable criteria to shape up our identity ( TpT)
- Song : Soprano: le clown (TpT)

### Week 8: Discussion about winter break- Friendship is fundamental if developing self identities (TpT)

### **Prepare for STAMP**

## Week 9: identité nationale ( nationalisme et patriotisme )

- Qu'est-ce qu'être américain (TpT) ? Français ( Thèmes)
- Identité Québécoise manifeste ( APprenons)

## Week 10: immigration et immigrés

- **Assessment: identité québécoise ( same as HW)**
- Internet outil d'intégration (Thèmes)
- Le racisme expliqué à ma famille ( Thèmes) - Tahar Ben Jelloun
- L'homme qui te ressemble (Thèmes) - hallway project for Black History Month

## **Week 11: STAMP TEST**

## **Week 12: practicing COD, COI, Y, EN ( liveworksheets)**

### **Assessment on pronouns**

**[https://docs.google.com/document/d/1rxkc2SjLk6jI2UsIe3vi6WQew\\_RZDp1kBV5KUD2AtSo/edit?usp=drive\\_web&authuser=0](https://docs.google.com/document/d/1rxkc2SjLk6jI2UsIe3vi6WQew_RZDp1kBV5KUD2AtSo/edit?usp=drive_web&authuser=0)**

## **Standard(s) Addressed**

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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**

<b>STAGE I Desired Results</b>	
<b>Objective (Transfer)</b>	
<i>Students will be able to independently use their learning to...</i>	
<b>Mastery</b>	
<p><b>Big Ideas/Understanding</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Communication is the ability to understand and be understood in real world contexts.</li> <li>• Language and culture are mutually independent.</li> <li>• Learning languages provides connections to additional bodies of knowledge.</li> <li>• Learning languages allows students to realize there are multiple ways of viewing the world.</li> <li>• Language students have the ability to participate in multilingual communities.</li> </ul>	<p><b>Essential Questions</b></p> <p><b>General theme</b></p> <ul style="list-style-type: none"> <li>• How do language and culture influence our identity?</li> <li>• How does identity evolve with time?</li> </ul> <p><b>Sub-themes essential questions:</b></p> <p><b>Assimilation and alienation</b></p> <ul style="list-style-type: none"> <li>• How do children react to cultural differences?</li> <li>• When living in a new environment, what one loses and gains?</li> <li>• How does an immigrant re-adapt to a new living?</li> </ul> <p><b>Values, believes, and religions</b></p> <ul style="list-style-type: none"> <li>• How does the family and where we live influence our morality?</li> <li>• What events put to the test or modify our system of personal values?</li> </ul> <p><b>Patriotism and nationalism</b></p> <ul style="list-style-type: none"> <li>• What is patriotism?</li> <li>• What are our duties as good citizens?</li> </ul>
<b>Acquisition</b>	

*Students will know . . .*

- Essential vocabulary related to each theme
- Grammatical structures, idioms and familiar street language
- Formal and informal speech.
- The identity and duties of an individual
- How the socio-economic influence our values and morality
- How to be a good citizen

*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
- Engage in conversation
- Express and justify their opinion in oral and written formats
- Establish cultural comparisons and make cultural presentations.

**STAGE II Assessment Evidence**

STAGE II Assessment Evidence	
Evaluation	Assessments
<ul style="list-style-type: none"><li>• Create a presentation based on the studied theme including texts, graphics, pictures and recordings.</li></ul>	<p>Formative and summative assessments</p> <ul style="list-style-type: none"><li>• Journal entries</li><li>• Excerpts from released AP French Language Exams.</li><li>• Presentations with visuals or props (PowerPoint,</li></ul>

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 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:*

- 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.	