

Course: French 3

Unit 2: L'avenir à venir - The Future to Come

Year of Implementation: 2024-2025

Curriculum Team Members Ashley Ayres (aayres@lrhsd.org); Mary Hubbard (mhubbard@lrhsd.org); Andrea Mangold (amangold@lrhsd.org)

Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

Interpretive(A):

- 7.1.IL.IPRET.1: Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
- 7.1.IL.IPRET.2: React to a series of oral and written instructions connected to daily life.
- 7.1.IL.IPRET.3: Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
- 7.1.IL.IPRET.4: Infer the meaning of some unfamiliar words and ideas in some new contexts.
- 7.1.IL.IPRET.5: Compare and contrast some unique linguistic elements in English and the target 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.

Interpersonal (B):

- 7.1.IL.IPERS.1: Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
- 7.1.IL.IPERS.2: Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
- 7.1.IL.IPERS.3: Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.

- 7.1.IL.IPERS.4: Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.IPERS.5: Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 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.

Presentational (C):

- 7.1.IL.PRSNT.1: Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.
- 7.1.IL.PRSNT.2: Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.
- 7.1.IL.PRSNT.3: Use language creatively to respond in writing to a variety of oral or visual prompts.
- 7.1.IL.PRSNT.4: Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.
- 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

○ **21st Century Life & Career Standards**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice.
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
- 9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
- 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.
- 9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.
- 9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
- 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

- ***Interdisciplinary Content Standards***

- 6.1.P.D.4 Learn about and respect other cultures within the classroom and community.
- 6.1.4.C.9 Compare and contrast how the availability of resources affects people across the world differently.
- 6.1.4.C.18 Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
- 6.1.P.D.3 Express individuality and cultural diversity (e.g., through dramatic play).

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

NJ Amistad Curriculum: <https://www.nj.gov/education/amistad/about/>

Diversity and Inclusion: <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

Asian American and Pacific Islanders:

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.

Transfer Goal: Students will be able to independently use their learning to express their goals and their vision for the future in the target language in order to articulate how they hope to contribute to a global society.

As aligned with LRHSD Long Term Learning Goal(s): students will be better able to independently use their learning to:

1. *communicate* effectively in more than one language in a variety of situations and for multiple purposes
2. demonstrate cultural awareness based on understanding of and respect for other *cultures*, past and present
3. make *connections* with other disciplines by applying learning from language class to relevant situations in other classes
4. use the language to investigate, explain, and reflect on the concept of culture through *comparisons* of the cultures studied and their own

Enduring Understandings

Students will understand that. . .

Essential Questions

<p><i>EU 1</i></p> <ul style="list-style-type: none"> establishing goals and a concrete plan are important to and can impact their future. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3) <p><i>EU 2</i></p> <ul style="list-style-type: none"> there are many ways one can contribute to the improvement of their community locally and globally. (A1; A2; A4; B1; B2; B3; B5; C1; C2; C3; C5) 	<ul style="list-style-type: none"> How do my daily decisions in daily life impact my future? How can community members work together to improve the quality of life for themselves and others?
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> vocabulary related to jobs and professions. (A 1-6 ,B 1-6, C 1-5) grammar & language functions pertaining to the thematic content of the unit (such as adjective agreement, future, subjunctive, conditional, the verb devoir, si clauses, etc.). (A 1-6 ,B 1-6, C 1-5) <p><i>EU 2</i></p> <ul style="list-style-type: none"> vocabulary related to formal communications (such as telephone, letter writing, email writing, interviews, etc.). (A 1-6 ,B 1-6, C 1-5) vocabulary and expressions related to volunteer opportunities. (A 1-6 ,B 1-6, C 1-5) expressions for justifying volunteer opportunities. (A 1-6, B 1-6, C 1-5) 	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> identify and describe professions. (A 1-6 ,B 1-6, C 1-5) suggest professions based on character traits. (A 1-6 ,B 1-6, C 1-5) discuss future plans. (A 1-6 ,B 1-6, C 1-5) interpret and produce in the target language using relevant grammatical functions. (A 1-6 ,B 1-6, C 1-5) <p><i>EU 2</i></p> <ul style="list-style-type: none"> select a volunteer opportunity based on interests. (A 1-6, B 1-6, C 1-5) write a formal letter. (A 1-6 ,B 1-6, C 1-5) identify key information about what volunteers are like and recommend opportunities that they may be willing to do. (A 1-6 ,B 1-6, C 1-5) ask and answer questions about traits and preferences related to volunteering. (A 1-6 ,B 1-6, C 1-5) recommend volunteer locations based on preferences. (A 1-6 ,B 1-6, C 1-5)

- identify and locate volunteer sites in my community and in a Francophone community. (A 1-6 ,B 1-6, C 1-5)

Stage Two - Assessment

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of **A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.** {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Interpret/answer questions about French infographics related to professions and volunteer initiatives supplied by the teacher **(A EU1)**
- Provide Comprehensible Input in order to teach new concepts **(A EU1, EU2)**
 - Write & discuss - teacher invites answers from students to develop a class writing
 - Personalized questions & answers (PQA) - teacher asks students personal questions and models more elaborate answers that students can agree or disagree with
 - Weekend talk - students talk about their upcoming or past weekends using scaffolds
 - Card talk - teacher holds up cards depicting various scenarios and facilitates student reactions and discussions
 - Picture talk/Caption This - lead scene by scene telling of a story by using picture prompts available in index/share drive
 - Selfie talk - teacher shows a selfie and students react and discuss
 - Calendar talk - teacher provides input about upcoming or recent past events and students discuss or make comparisons
 - Item talk - teacher provides input about a cultural product and students discuss or make comparisons

- Simple surveys (dipsticking) - teacher facilitates student exchange about opinions - examples: this or that, clap/stomp, yes/no, thumbs up/thumbs down
- One-word image- teacher shows image and asks class or individual students questions related to topic, images available in index/share drive
- TPRS- Total Physical Response Storytelling using stories available in index/share drive
- Story-asking/Story-guessing - teacher introduces parts of a story and facilitates student reactions or predictions
- Videotalk/Movietalk- teacher-led movie retelling using unit specific vocabulary and themes, resources available in index/shared drive
- Play games (Fly swatter, Kahoot, Quizlet, Gimkit, Blooket, etc.) **(A EU1, EU2)**
- Identify professions and volunteer initiatives in the target language **(A EU1, EU2)**
- Read and answer questions about French resumes, CVs, cover letters, etc **(A, EU1, EU2)**
- Listen to and answer questions about job-seeking shared by French-speakers **(A, EU1)**
- Create a Venn diagram comparing and contrasting cultural products, practices, and perspectives **(M EU1, EU2)**
- Complete a self-assessment checklist to assess goals from the year, collect learning evidence and showcase progress **(M EU1, EU2)**
- Create a Venn diagram comparing experiences of French-speakers in the work and volunteer world **(M, EU2)**
- Compare work/life balance across cultures **(M, EU1)**
- Use authentic instructional online resources, e.g. EdPuzzle, Flipgrid, Entre Cultures **(M EU1, EU2)**
- Listen to various descriptions of job or volunteer responsibilities and associate them with personality types **(A, M EU1)**
- Listen to Francophones talk about their professional experiences **(A, M EU1, EU2)**
- Listen to authentic Francophone music and analyze targeted grammatical structures **(A, M, EU1, EU2)**
- Keep a listening log each week documenting new vocabulary words and cultural insights gained from listening to authentic resources **(A,M EU1, EU2)**
- Practice skills from Seal of Biliteracy exam in context with the thematic content of the unit **(M EU1, EU2)**
- Interview classmates about various professional or volunteer experiences pertaining to various interdisciplinary themes **(T EU1, EU2)**

- Listen to authentic audio in the target language pertaining to various interdisciplinary themes (M,T EU1, EU2)
- Engage in exchanges comparing cultural practices, products and perspectives (such as in communications with penpals) (M,T, EU1, EU2)
- Complete interpretive assessments pertaining to various interdisciplinary themes in the target language (M,T EU1, EU2)
- Express goals about future preferences (life, work, volunteer, etc.) (A, M, T, EU1, EU2)
- Prepare professional documents, such as cover letters, emails, resumes, and CVs (T, EU1)

Pacing Guide

{This chart will be identical in all of the units for this course.}

Unit #	Title of Unit	Approximate # of teaching days
1	<i>Rentrée à l'amitié</i> - Back With My Friends	33
2	<i>L'avenir à venir</i> - The Future to Come	34
3	<i>Le monde d'autrui</i> - The World Outside of Me	34
4	<i>La beauté francophone</i> - Beauty in the French-Speaking World	34

Instructional Materials

Primary Resource:

- *Entre Cultures: Teacher access to digital program for all levels*

Supplementary Resources/Ancillaries: (previously acquired)

- *Deux Mondes*
- *Bien Dit!*
- *Quant à Moi*
- *Allez, Viens*
- *T'es Branché*
- *Films pertaining to targeted themes, such as: Le Petit Nicolas, Les Vacances du Petit Nicolas, Bienvenue Chez les Ch'tis, Les Intouchables, etc.*

Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.