

Rumson-Fair Haven Regional High School

Course: *French III*

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Board Approval: August 2025

Section I: Course Description

French III is the third course in the French College Prep Program; it is a 5-credit course that reinforces and expands upon the aural, oral, grammar, reading, and writing skills developed in *French II*. This course has been carefully designed to meet the standards of the American Council on the Teaching of Foreign Languages (ACTFL) as well as the 2020 New Jersey Student Learning Standards (NJSLS) for World Language. These standards call for a method of teaching that focuses on successful communication through speaking, writing, reading, and listening. In addition, the standards require the integration of 21st-century technologies such as podcasts, videos, electronic information sources, and multimedia presentations to allow students to interact with people from other cultures and to experience authentic cultural products, perspectives, and practices. Each unit embodies all of these standards per the theories described in this document. Unit activities blend different forms of communication and culture to ensure that the student meets all standards. Course strategies will further develop strong vocabulary skills and mastery of designated grammar points, verb tenses, and linguistic constructions/devices through active and consistent engagement in an array of instructional experiences that include various performance-based assessments and culture-based research projects. New lexical, grammatical, and verbal concepts will be synthesized with previously presented concepts and tenses to ensure accurate communication skills. Short literary readings and excerpts from authentic cultural works will be used to heighten language skills, promote student awareness of cultural issues and practices, and prepare them for the demands of *French IV*.

Section II: NJSLS: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey State Learning Standards-World Languages:**
 - o “The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.”
2. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
 - o The NJSLS-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
3. **2020 New Jersey State Learning Standards-Social Studies:**
 - o “...Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.”

4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSL:**
 - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - o “This standard outlines 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.”
 - ***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “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.”
7. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “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.”
8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “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.”
9. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
10. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *French III* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, multilingual learners, gifted students, and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s Multilingual Learners (ML) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include, but are not limited to those outlined on the [Modifications/Accommodations for World Language Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *French III* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLSA*, the *ACT*, the *PSAT*, and the *SAT*.

Section V: Curriculum Pacing Guide

| Curriculum Pacing Guide | |
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| Course Title: <i>French III</i> | Grade Level: 10 and 11 |
| Unit I: La Rentrée (Contemporary Life) | Weeks 1-6 |
| Unit II: La Famille: L'Amour et L'Amitié (Family & Community) | Weeks 7-14 |
| Unit III: Les Loisirs et Les Voyages (Personal & Public Identities) | Weeks 15-22 |
| Unit IV: Il était une fois (Beauty & Aesthetics) | Weeks 23-28 |
| Unit V: Explorons le Monde: Les Défis Contemporains (Global Challenges) | Weeks 29-35 |
| Unit VI: Le Monde du Travail (Science & Technology) | Weeks 36-40 |

Section VI: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *French III*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- Bien Dit 3
- Bien Dit 3 Cahier de l'élève workbook
- [YouTube](#) (Alice Ayel, Dessin pour enfant, Arte de junior, un jour un actu, easyfrench)
- World language lab
- Lingua.com
- ARTE.com
- Brut.com
- Quizlet.com
- Kahoot.com
- Edpuzzle.com
- ChatGPT.com
- TV5monde.com
- RFI.fr
- Tripadvisor.com
- France24

Section VII: Grading Formula and Assessment Modes

Marking period grades in *French III* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *French III* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *French III* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *French III* curriculum by the *French III* instructional team:

| Unit I: La Rentrée | | |
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| Unit Summary | | |
| In this unit, students reflect on back-to-school routines and expectations in Francophone cultures. They explore vocabulary related to school life, academic goals, and daily habits. Students compare school structures and customs in France and other French-speaking countries with those in the U.S. Authentic resources and classroom tasks will help students communicate about their academic lives while deepening their interpretive, interpersonal, and presentational skills. | | |
| Standards/Core Ideas/Performance Expectations/Progress Indicators | | |
| The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French III</i> : | | |
| <ul style="list-style-type: none"> ● <i>New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPRET.1-8 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.NH.IPERS.1- 6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.NH.PRSNT.1-6 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2 | | |
| Unit Essential Questions | Unit Enduring Understandings | |
| <ul style="list-style-type: none"> ● How do traditions and routines of “la rentrée (back-to-school) influence daily life for students in France and other countries? ● How does returning to school differ around the Francophone world? ● What routines and responsibilities define a student’s life? ● How do students express goals and expectations for a new school year? ● In what ways can school serve as a community and identity builder? | <ul style="list-style-type: none"> ● Customs and practices related to the start of the school year reflect cultural values and influence contemporary life in different societies. ● Back-to-school traditions vary across cultures and reflect different societal values. ● Daily routines at school help students develop structure, discipline, and autonomy. ● Setting academic and personal goals promotes motivation and personal growth. ● School environments shape relationships, identity, and a sense of belonging. | |
| Evidence of Learning | | |
| Formative & Alternative Assessments: | Benchmark & Summative Assessments: | Resources Needed: |
| <ul style="list-style-type: none"> ● Whiteboards ● Signaling ● Exit slips ● Checklists to demonstrate understanding ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations ● Completed graphic organizers (e.g., unit vocabulary, Venn | <ul style="list-style-type: none"> ● Chapter and/or unit tests or assessments ● Interpretive Performance Assessment: Read a school blog post from a French-speaking country and answer comprehension questions. ● Interpersonal Performance Assessment: Interview a partner about their daily routines and school experiences. ● Presentational Performance | <ul style="list-style-type: none"> ● Teacher-created materials ● Textbook: <i>Bien Dit 3</i> ● <i>Bien Dit 3</i> Workbook ● Youtube.com ● World Language Lab ● ACTFL performance-based rubrics ● Un jour, uue actu: la Rentrée |

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| diagrams) <ul style="list-style-type: none"> • WebQuests • Blog entries • Jeopardy game • Online grammar and vocabulary activities • Quizzes • Individual student check-ins with teacher | Assessment: Write a journal entry describing your typical school day and how it compares to French-speaking schools. <ul style="list-style-type: none"> • Unit Project • Culture Performance-Based Assessment • World Language Lab Assessment | |
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Unit II: La Famille: L'Amour et L'Amitié

Unit Summary

In this unit, students will examine the complexities of relationships, from family to friendship to romantic connections. They will learn to describe personalities, emotions, and interactions, while also exploring how these relationships are shaped by cultural values across the Francophone world. Through narratives, video, and personal reflection, students will strengthen their ability to express themselves and understand others in meaningful ways.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III*:

- *New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.NH.IPRET.1-8
 - Interpersonal Mode
 - 7.1.NH.IPERS.1- 6
 - Presentational Mode
 - 7.1.NH.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions

- How do family and friendship relationships shape communities and individual identities?
- How do Francophone cultures express love, friendship, and family ties?
- What role do family and friends play in shaping identity?
- How do social expectations affect romantic and platonic relationships?
- How are traditions around love and friendship evolving in modern society?

Unit Enduring Understandings

- Family structures and friendships vary across cultures but universally contribute to the development of individuals and society.
- Cultural expressions of love and friendship reflect deep-rooted values and traditions.
- Personal identity is closely tied to the relationships one forms.
- Social norms and media influence how people relate to one another.
- Modern shifts in gender roles and technology are reshaping relationship dynamics.

Evidence of Learning

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| <p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Whiteboards • Signaling • Exit slips • Checklists to demonstrate understanding • Interpretive reading & listening tasks • Surveys • Student-to-student conversations • Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) • WebQuests • Blog entries • Jeopardy game • Online grammar and vocabulary activities • Quizzes • Individual student check-ins with teacher | <p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter and unit tests • Summative Assessment 1 • Interpretive Performance Assessment: Interpret a short story or article about family or friendship in the Francophone world and respond to questions. • Interpersonal Performance Assessment: Discuss with a partner your relationships with family or friends using targeted prompts. • Presentational Performance Assessment: Write a descriptive paragraph about a person who is important in your life and explain why. • Unit Project • Culture Performance-based Assessment • World Language Lab Assessment | <p>Resources Needed:</p> <ul style="list-style-type: none"> • Teacher-created materials • Textbook: <i>Bien Dit 3</i> • <i>Bien Dit 3</i> Workbook • Youtube.com • World Language Lab • ACTFL performance-based rubrics • ARTE Junior: Ils ont ton age |
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Unit III: Les Loisirs et Les Voyages

Unit Summary

In this unit, students will delve into how leisure time and travel experiences vary across cultures. They will talk about hobbies, weekend activities, and travel plans, while exploring key tourist destinations in Francophone regions. Students will examine travel narratives and reflect on how exploration enhances cultural understanding. Throughout the unit, they will reinforce all three modes of communication while planning and narrating experiences.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III*:

- *New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.NH.IPRET.1-8
 - Interpersonal Mode
 - 7.1.NH.IPERS.1- 6
 - Presentational Mode
 - 7.1.NH.PRSNT.1-6
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions

- How do leisure activities reflect cultural identity and personal interests?
- *How does travel influence one's worldview and understanding of others?
- What motivates people to travel, and how do they prepare?
- How do people in different countries spend their free time?

Unit Enduring Understandings

- Leisure activities offer insight into cultural values, priorities, and identities.
- *Traveling fosters empathy, curiosity, and intercultural understanding.
- Preparation and planning are key to meaningful travel experiences.
- Access to leisure and travel varies by geography, age, and socioeconomic status.

Evidence of Learning

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| <p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Whiteboards • Signaling • Exit slips • Checklists to demonstrate understanding | <p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Chapter and/or unit tests or assessments • Interpretive Performance Assessment: Read a travel blog or vacation itinerary and answer | <p>Resources Needed:</p> <ul style="list-style-type: none"> • Teacher-created materials • Textbook: <i>Bien Dit 3</i> • <i>Bien Dit 3</i> Workbook • Youtube.com • World Language Lab • ACTFL performance-based |
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| <ul style="list-style-type: none"> ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations ● Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) ● WebQuests ● Blog entries ● Jeopardy game ● Online grammar and vocabulary activities ● Quizzes ● Individual student check-ins with teacher | <p>comprehension questions.</p> <ul style="list-style-type: none"> ● Interpersonal Performance Assessment: Role-play a conversation with a partner about planning a trip or discussing favorite hobbies. ● Presentational Performance Assessment: Create a travel brochure or write a narrative about a memorable vacation or trip. ● Unit Project ● Culture Performance-Based Assessment ● World Language Lab Assessment | <ul style="list-style-type: none"> ● rubrics ● RFI Savoir: Le français facile |
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| Unit IV: Il Était Une Foix | | |
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| Unit Summary | | |
| <p>In this unit, students will explore storytelling traditions and folktales from the Francophone world. They will read, listen to, and retell traditional and original stories using appropriate past tenses and sequencing words. Students will compare familiar tales to those from other cultures, recognizing universal themes and unique cultural expressions. Interpretive and creative activities will help students develop narrative competence in French.</p> | | |
| Standards/Core Ideas/Performance Expectations/Progress Indicators | | |
| <p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>French III</i>:</p> <ul style="list-style-type: none"> ● <i>New Jersey Student Learning Standards: World Languages for Grades 9-12</i> <ul style="list-style-type: none"> ○ Interpretive Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPRET.1-6 ○ Interpersonal Mode <ul style="list-style-type: none"> ■ 7.1.IL.IPERS.1- 6 ○ Presentational Mode <ul style="list-style-type: none"> ■ 7.1.IL.PRSNT.1-5 ● <i>2020 New Jersey Student Learning Standards: Visual and Performing Arts</i> <ul style="list-style-type: none"> ○ 1.5.12prof.Cr1a ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.2.CI.1-2, 9.4.12.CT.2 | | |
| Unit Essential Questions | Unit Enduring Understandings | |
| <ul style="list-style-type: none"> ● How do stories, art, and beauty reflect the beliefs and values of a culture? ● What makes a narrative universal or specific to one society? ● How do stories help us make sense of human experience? ● In what ways do traditional tales still influence modern media and literature? | <ul style="list-style-type: none"> ● Stories, works of art, and perceptions of beauty express the history, ideals, and collective imagination of societies as well as convey moral lessons and preserve cultural identity. ● Universal themes such as love, loss, courage, and transformation appear across cultures. ● Narrative structures shape how people understand the world and their place in it. ● Ancient stories often inspire modern adaptations in film, literature, and music. | |
| Evidence of Learning | | |
| Formative & Alternative Assessments: | Benchmark & Summative Assessments: | Resources Needed: |
| <ul style="list-style-type: none"> ● Whiteboards ● Signaling ● Exit slips ● Checklists to demonstrate understanding ● Interpretive reading & listening tasks ● Surveys ● Student-to-student conversations | <ul style="list-style-type: none"> ● Chapter and/or unit tests or assessments ● Summative Assessment 2 ● Interpretive Performance Assessment: Read or watch a short French folktale or legend and answer comprehension questions. ● Interpersonal Performance Assessment: Retell a fairytale or legend with a partner using | <ul style="list-style-type: none"> ● Teacher-created materials ● Textbook: <i>Bien Dit 3</i> ● <i>Bien Dit 3</i> Workbook ● Youtube.com ● World Language Lab ● ACTFL performance-based rubrics ● Musée d'Orsay: Virtual Collection |

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| <ul style="list-style-type: none"> Completed graphic organizers (e.g., unit vocabulary, Venn diagrams) WebQuests Blog entries Jeopardy game Online grammar and vocabulary activities Quizzes Individual student check-ins with teacher | <ul style="list-style-type: none"> storytelling vocabulary. Presentational Performance Assessment: Write your own short fairytale or fable using past tenses and appropriate storytelling language. Unit Project Culture performance-based Assessment World Language Lab Assessment | |
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Unit V: Explorons Le Monde: Les Défis Contemporains

Unit Summary

In this unit, students will investigate key global challenges such as climate change, social justice, and youth activism in the Francophone world. They will analyze news articles, interviews, and opinion pieces to better understand current events and their cultural contexts. Students will participate in discussions, debates, and multimedia presentations, building both vocabulary and confidence in expressing informed opinions in French.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III*:

- New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IL.IPRET.1-6
 - Interpersonal Mode
 - 7.1.IL.IPERS.1-6
 - Presentational Mode
 - 7.1.IL.PRSNT.1-5
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions

- *What are the major social, environmental, and political challenges in the Francophone world today?
- How do youth engage with global issues?
- What roles do media and technology play in shaping public opinion and activism?
- How can language be used to promote awareness and change?

Unit Enduring Understandings

- *Societies face interconnected global challenges that require diverse solutions.
- Youth have the power to shape discourse and take action on global issues.
- Media and digital platforms can inform, mislead, or mobilize populations.
- Language and communication are tools for advocacy, awareness, and empathy.

Evidence of Learning

Formative & Alternative Assessments:

- Whiteboards
- Signaling
- Exit slips
- Checklists to demonstrate understanding
- Interpretive reading & listening tasks
- Surveys
- Student-to-student conversations
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- WebQuests
- Blog entries
- Jeopardy game
- Online grammar and vocabulary activities

Benchmark & Summative Assessments:

- Chapter and/or unit tests or assessments
- Summative Assessment 3
- Interpretive Performance Assessment: Interpret a news article or infographic on a global issue and answer comprehension questions.
- Interpersonal Performance Assessment: Discuss with a partner how local or global challenges affect your community.
- Presentational Performance Assessment: Write a short opinion piece on a contemporary issue (e.g., climate change, education, access to clean water).
- Unit Project

Resources Needed:

- Teacher-created materials
- Textbook: *Bien Dit 3*
- Bien Dit 3* Workbook
- [Youtube.com](https://www.youtube.com)
- World Language Lab
- [ACTFL performance-based rubrics](#)
- [ARTE Junior: Le Magazine](#)

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| <ul style="list-style-type: none"> • Quizzes • Individual student check-ins with teacher | <ul style="list-style-type: none"> • Culture Performance-Based Assessment • World Language Lab Assessment | |
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Unit VI: Le Monde du Travail

Unit Summary

In this unit, students will explore work life and career paths in Francophone cultures. They will learn vocabulary related to professions, education, job interviews, and workplace values. Through cultural comparisons and authentic materials, students will gain insight into how work is viewed around the world. Activities will focus on preparing students to discuss future goals and participate in real-world interactions in professional settings.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *French III*:

- *New Jersey Student Learning Standards: World Languages for Grades 9-12*
 - Interpretive Mode
 - 7.1.IL.IPRET.1-6
 - Interpersonal Mode
 - 7.1.IL.IPERS.1- 6
 - Presentational Mode
 - 7.1.IL.PRSNT.1-5
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2

Unit Essential Questions

- How do scientific and technological advancements transform the world of work and society?
- What does the professional landscape look like in Francophone countries?
- How do cultural values shape work ethics and career choices?
- What skills and attitudes are needed to succeed in a multicultural workplace?
- How can language proficiency open doors to global careers?
- Do employers look at your digital footprint?

Unit Enduring Understandings

- Scientific and technological innovations redefine professional opportunities and deeply influence modern ways of life.
- Work environments vary across countries and reflect cultural norms and priorities.
- Career paths are influenced by education systems, societal values, and personal goals.
- Collaboration, adaptability, and communication are key in today's global economy.
- Speaking multiple languages enhances cross-cultural competence and job opportunities.
- It is important to take care of what you post on social media because some employers or schools may review your social media.

Evidence of Learning

Formative & Alternative

Assessments:

- Whiteboards
- Signaling
- Exit slips
- Checklists to demonstrate understanding
- Interpretive reading & listening tasks
- Surveys
- Student-to-student conversations
- Completed graphic organizers (e.g., unit vocabulary, Venn diagrams)
- WebQuests
- Blog entries
- Jeopardy game
- Online grammar and vocabulary

Benchmark & Summative

Assessments:

- Chapter and/or unit tests or assessments
- Interpretive Performance Assessment: Read job postings or listen to a video about careers and respond to comprehension prompts.
- Interpersonal Performance Assessment: Simulate a job interview or career fair conversation with a partner.
- Presentational Performance Assessment: Write a personal statement or email describing your career goals and skills.
- Unit Project
- Culture Performance-Based

Resources Needed:

- Teacher-created materials
- Textbook: *Bien Dit 3*
- *Bien Dit 3* Workbook
- [Youtube.com](https://www.youtube.com)
- World Language Lab
- [Common Sense digital resources](#)
- [ACTFL performance-based rubrics](#)
- [l'Etudiant: Metiers et Formations](#)

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| activities <ul style="list-style-type: none"> ● Quizzes ● Individual student check-ins with teacher ● <i>Common Sense</i> Digital Lesson | Assessment <ul style="list-style-type: none"> ● World Language Lab Assessment | |
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Section IX: Unit Reflection

The *French III* instructional team must confer upon the completion of each instructional unit in the *French III* curriculum and rate the degree to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *French III* curriculum.

| Unit Reflection Form: <i>French III</i> | | | |
|---|----------|------------|--------|
| Lesson Activities: | Strongly | Moderately | Weakly |
| Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills; | | | |
| Are challenging and require higher-order thinking and problem-solving skills; | | | |
| Allow for student choice; | | | |
| Provide scaffolding for acquiring targeted knowledge/skills; | | | |
| Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations; | | | |
| Integrate 21 st century skills; | | | |
| Provide opportunities for interdisciplinary connection and transfer of knowledge and skills; | | | |
| Are varied to address different student learning styles and preferences; | | | |
| Are differentiated based on student needs; | | | |
| Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process; | | | |
| Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives; | | | |
| Provide opportunities for student reflection and self-assessment; | | | |
| Provide data to inform and adjust instruction to better meet the varying needs of learners. | | | |

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)