

# Unit #3: Science and Technology

Content Area: **World Language**  
Course(s): **French III**  
Time Period: **December**  
Length: **6 weeks**  
Status: **Published**

## Unit Overview:

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The French 3 Honors units follow the same sequence and topics as French 4 AP. However, the standards, lesson titles, and instructional strategies, and some of the formative and summative assessments, and technology differ. This was deliberately done in order to better prepare the students for the rigors of the French 4 AP course.

This unit explores the effects of science and technology on people's lives in French-speaking communities. Students will discuss how science and technology affect our lives and which factors drive innovation and discovery. Students will read, discuss, listen to and write about the themes of discoveries and innovations and the social impact of technology. Students will conjugate in the simple future tense.

## Essential Questions:

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- What factors drive innovation and discovery in the fields of science and technology?
- What role do ethics play in scientific advancement?
- What are the social consequences of scientific or technological advancements?

## Enduring Understandings:

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- Developments in science can both create and resolve challenges in contemporary society.
- Technology creates new ways for us to connect with others and impacts and shapes our personal and public identities.
- Access to technology affects society and the quality of life.
- Science and technology affect the values and ethics of a community.

## Standards/Indicators/Student Learning Objectives (SLOs):

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- Recognize previously learned words and phrases and determine the meaning of unknown words related to the community in the home and target culture as found in highly contextualized, ageand level-appropriate culturally authentic texts.

- Identify characteristics of the home and target culture communities as found in culturally authentic materials.
- Identify the main idea and other significant ideas associated with how people live in a community as found in age- and level- appropriate culturally authentic material from the target culture.
- Use digital tools and face-to-face communication to ask and answer questions regarding how people from linguistically and culturally diverse communities live, work, and socialize.
- Create a multi-media rich presentation comparing how people live, work, and socialize in the home and target cultures showing how the community and cultural products and practices impact life, work, and socialization.

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|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WL.IL.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.                                                  |
| WL.IL.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.                                                                                            |
| WL.IL.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.                                                                               |
| WL.IL.7.1.IL.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.                                                                                                |
| WL.IL.7.1.IL.IPERS.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas.                                                                                                                |
| WL.IL.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.                    |
| WL.IL.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). |
| WL.IL.7.1.IL.IPRET.2 | React to a series of oral and written instructions connected to daily life.                                                                                                                                                     |
| WL.IL.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.                                              |
| WL.IL.7.1.IL.IPRET.4 | Infer the meaning of some unfamiliar words and ideas in some new contexts.                                                                                                                                                      |
| WL.IL.7.1.IL.IPRET.5 | Compare and contrast some unique linguistic elements in English and the target language.                                                                                                                                        |
| WL.IL.7.1.IL.IPRET.6 | Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.                                                                                        |
| WL.IL.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.                                          |
| WL.IL.7.1.IL.PRSNT.2 | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.                                                                                                             |
| WL.IL.7.1.IL.PRSNT.3 | Use language creatively to respond in writing to a variety of oral or visual prompts.                                                                                                                                           |
| WL.IL.7.1.IL.PRSNT.4 | Compare and contrast age- and level-appropriate culturally authentic resources orally and in writing.                                                                                                                           |
| WL.IL.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.                                                                                                  |

## Lesson Titles:

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- Discoveries and Inventions
- The Social Impact of Technology
- The Simple Future Tense

## **Career Readiness, Life Literacies, & Key Skills:**

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- Global Perspectives
- Critical Thinking & Creativity
- Communication and Collaboration
- Life and Career Skills
- Media Literacy

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|------------------|-----------------------------------------------------------------------------------------------------------|
| WRK.9.2.12.CAP.3 | Investigate how continuing education contributes to one's career and personal growth.                     |
| WRK.9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans.                  |
| WRK.9.2.12.CAP.6 | Identify transferable skills in career choices and design alternative career plans based on those skills. |

## **Inter-Disciplinary Connections:**

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- ELA: Language and Reading
- Sociology
- Technology

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| LA.RI.11-12.1   | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.         |
| LA.RI.11-12.2   | Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.                                                                                 |
| LA.W.11-12.1    | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                                                                                                                |
| LA.W.11-12.2    | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                                           |
| LA.W.11-12.4    | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)                                    |
| LA.W.11-12.5    | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.    |
| LA.SL.11-12.1.A | Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. |
| LA.SL.11-12.1.B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual                                                                            |

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|               | roles as needed.                                                                                                                                                                                            |
| LA.SL.11-12.4 | Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.                  |
| LA.SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| SOC.9-12.2.2  | Students will analyze how culture influences individuals, including themselves.                                                                                                                             |
| SOC.9-12.2.3  | Students will evaluate important social institutions and how they respond to social needs.                                                                                                                  |
| SOC.9-12.3.1  | Students will describe the process of socialization across the life course.                                                                                                                                 |

## Equity Considerations

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### Amistad Mandate

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Topic: N/A

Materials Used:

Addresses the Following Component of the Mandate:

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society
- Slavery in America
- Vestiges of Slavery in this Country

### Holocaust Mandate

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Topic: Non-traditional French speaking scientists and inventors (see Google Document)

Materials Used:

[https://docs.google.com/document/d/1TjQ2kwkpYQZZh0MN\\_1LFsHc8lR5a6LSN2NabcGSO0oQ/edit](https://docs.google.com/document/d/1TjQ2kwkpYQZZh0MN_1LFsHc8lR5a6LSN2NabcGSO0oQ/edit)

Addresses the Following Component of the Mandate:

- Bias
- Prejudice

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### **LGBTQ and Disabilities Mandate**

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Political
- Social

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### **Climate Change**

Students will discuss climate change as it relates to advancements in technology.

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### **Asian American Pacific Islander Mandate**

Topic (Person and Contribution Addresses): N/A

Materials Used:

Addresses the Following Component of the Mandate:

- Economic
- Political
- Social

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### **Summative Assessment:**

- Technology Vocabulary Assessment-Interpretative
- Computer Repair Advertisement-Presentational
- Cultural Comparison (Discoveries and Inventions)-Presentational

- Interpersonal Conversation Vocabulary Assessment-Interpretative
- Simple Future Assessment & Project-Interpretative, Presentational

## **Resources & Materials:**

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- NJDOE Student Learning Standards for World Language
- Textbook with workbook: Bien Dit: Levels 2 & 3 (Holt)
- Textbook with online workbook and listening exercises: T'es Branche? 4 (Carnegie Learning)
- Textbook with listening CD: French Language and Culture (Barron's)
- Grammaire Guide (notes)
- Grammar worksheets (various sources)
- Quizlet Vocabulary and Grammar sets (flashcards, online activities and practice)
- DuoLingo
- Conjuguemos
- WordReference.com
- Tex's French Grammar website

## **Google Suite with Apps**

- Google Classroom - questions, posts, assignments, share documents, polls
- Google Docs - individual assignments, document sharing for collaborative assignments
- Google Forms - surveys, formative and summative assessments
- WordReference Extension- Submit up to 10 words a day in French/English to find it's definition in the opposite language, conjugation guide
- Easy Accent Marks Extension- Add accent marks to documents, forms, emails, etc.

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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- Technology Vocabulary Introduction-Understanding
- Technology Vocabulary Activities-Remembering, Understanding
- Computer Repair Advertisement-Creating
- Technology Vocabulary Assessment-Understanding, Applying
- Discoveries and Inventions Vocabulary Introduction-Understanding
- Interpersonal Conversation Vocabulary Introduction-Understanding
- Interpersonal Conversation Vocabulary Assessment-Understanding, Applying
- Conversation Skeleton (Tech Support)-Applying, Analyzing
- Future Simple Notes-Remembering, Understanding
- Future Simple Practice Activities-Understanding
- Future Aspirations Sentences-Applying, Creating
- Cultural Comparison-Applying, Analyzing, Creating
- Delsea One

- SWAG

## **Formative Assessment:**

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### **Warm-Up**

- lundi litteraire - Interpretation of French proverb or quote; writing prompt on the current topic in class
- mardi musicale- French song on the current topic in class (search for cognates/vocabulary, interpret lyrics)
- mercred'ecouter- Listening activity on the current topic in class
- jeudi journal - News article on current events or topic linked to class discussions
- vendredi video- Cultural video related to current topic in class or class discussions

### **Anticipatory Set**

- Quizlet Practice (Flashcards, Learn) and QuizletLive/Quizlet Checkpoint
- Gimkit (multiple choice or typing mode)
- Blooket
- Conjuguemos
- Songs
- Videos
- Writing Prompts
- Listening Activities (authentic conversations, authentic commercials/advertisements, etc.)
- Fishbowl activity (Choose a question at random to answer.)
- Graphic Organizers (Venn Diagram, T-Chart, Organized Notes sheet)
- Whiteboard review games
- Vocabulary Flash Card games (Memory, POP!, Heads Up)
- Speaking Practice (large group, with a partner)

### **Other Possible Formative Assessments Appropriate to the Lesson**

- worksheet practice activities-multiple choice, open-ended response
- reading comprehension
- listening comprehension
- Google Question
- Conjuguemos
- QuizletLive/Quizlet Checkpoint
- Gimkit
- Blooket
- class discussion
- DuoLingo practice
- homework

### **Closure**

- Exit ticket
- 3-2-1
- Summary
- Debriefing
- Hot seat (rapid fire questions)
- Oral questioning and answers
- Worksheet guided review practice
- Quizlet, Gimkit, Blooket
- Discussion Questions

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts

- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating

- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## Technology Materials and Standards

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- Duolingo - [www.duolingo.com](http://www.duolingo.com)
- Conjuguemos - <https://beta.conjuguemos.com/verb/69>
- Google Classroom (questions, posts, assignments, shared documents and websites, polls)
- Google Dictionary Extension (Defines vocabulary into English on websites in the target language)
- Google Docs (Document sharing, assignments)
- Google Forms (Surveys, formative and summative Assessments)
- Google Sheets (Graphing, Graph Creation, Data Analysis)
- Google Slides (Projects)
- Google drawing (Assignment/Image Creation)
- T'es Branche student website
- Wordreference.com (Online Dictionary) - <https://www.wordreference.com/>
- Gimkit - <http://gimkit.com>
- Tex's French Grammar website- <https://www.laits.utexas.edu/tex/>
- Padlet-<https://padlet.com/>
- Cell Phone Restrictions in French Schools: [https://www.1jour1actu.com/france/le-telephone-portable-bientot-interdit-a-lecole-et-au-college-63283/?fbclid=IwAR0z9KsNySRsbgpSGVTK0tgAwGdTh7ptdiSd8\\_uUIDth2pT0SM2dZwvToo0](https://www.1jour1actu.com/france/le-telephone-portable-bientot-interdit-a-lecole-et-au-college-63283/?fbclid=IwAR0z9KsNySRsbgpSGVTK0tgAwGdTh7ptdiSd8_uUIDth2pT0SM2dZwvToo0)
- 5 African Apps that Improve the Education of Girls: [http://www.rfi.fr/video/20171124-cinq-applications-africaines-ameliorent-education-filles?fbclid=IwAR2FWcYqbRBDTkYWFm6m1X\\_sUYtGHBruQ6ks0KJMUOBoJn7OSaxhDEqS8po](http://www.rfi.fr/video/20171124-cinq-applications-africaines-ameliorent-education-filles?fbclid=IwAR2FWcYqbRBDTkYWFm6m1X_sUYtGHBruQ6ks0KJMUOBoJn7OSaxhDEqS8po)
- An Example of Cell Phone Policy in an American School: <https://www.npr.org/2018/01/11/577101803/a-schools-way-to-fight-phones-in-class-lock-em-up?fbclid=IwAR32yxQYNyMRxPDnkVgo8In6vfg610JIYsAYgvDYc-3XHVUV6lVW1HUIszo>
- Rights and Responsibilities of Social Media Posting: <https://www.1jour1actu.com/france/sur-reseaux-sociaux-pas-droit-de-publier-nimporte-quoi-54669/>
- How Long Has the Cellular Phone Existed?: <https://www.1jour1actu.com/info-animee/depuis-quand-le-telephone-portable-existe/>

TECH.9.4.12.TL

Technology Literacy

TECH.9.4.12.GCA

Global and Cultural Awareness

## **Computer Science and Design Thinking Standards**

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CS.K-2.8.1.2.CS.1

Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.

CS.K-2.8.1.2.NI.1

Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

CS.K-2.8.1.2.NI.2

Describe how the Internet enables individuals to connect with others worldwide.

CS.9-12.8.1.12.IC.1

Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

CS.9-12.8.1.12.IC.3

Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.