

Unit 02: Le monde du travail

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 2

Unit Title:	Le monde du travail
Suggested Duration:	5 weeks

Interdisciplinary Connections

Interdisciplinary Connections
Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects <ul style="list-style-type: none">▪ Grades 9-10▪ Grades 11-12
Math Practices: https://www.nj.gov/education/standards/math/Index.shtml
Science Practices: https://www.nj.gov/education/standards/science/Index.shtml
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Sociology: Compare and contrast cultures.

Business: Applying for a job.

Technology Integration

Technology Integration
Northern supports the integration of the SAMR Model : a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

Episodes of Peppa Pig, le Petit Nicolas in French.

<http://www.youtube.com/watch?v=R0Qk6dTdN4Y&feature=related> Bonne Journée

Internet websites:

16. Sur Lepointdufle <https://www.lepointdufle.net/>
17. Estudiodefances.com: http://www.estudiodefances.com/?page_id=9
18. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
19. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
20. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
21. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
22. Françaisfacile.com https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue_
23. <https://www.francaisavec pierre.com/> Français avec Pierre
24. Frank Sprog <https://www.franksprog.dk/>
25. Gabfle <http://gabfle.blogspot.com/>
26. Audio Lingua (tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
27. Lingua.com (textes for beginners) <https://lingua.com/french/reading/>
28. Schoolshape <https://french-resources.org/>
29. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
30. Tous les thèmes possibles avec plein d'exercices le baobab bleu <https://lebaobabbleu.com/>
16. <https://www.youtube.com/c/LearnFrenchWithFrencheezi> Learn French with frencheezi
17. <https://www.commeunefrancaise.com/welcome?youtube> Comme une française
18. Vocabulaire French and English subtitles <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>

19. Dialogue French and English with subtitles 123dialogues.com
<https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
20. <http://fleuh.fr/> (comprehension ecrite orale grammaire et vocab tous les niveaux)
21. https://www.youtube.com/watch?v=qTB_-J6DmlM Journal en français facile
22. C'est à toi internet resources <http://irc.emcp.com/ircfiles/French2e/>
23. Dictionary/sound and image : listening and speaking
<http://www.languageguide.org/french/vocabulary/>
24. <https://www.youtube.com/watch?v=3bvDIbMaBsA> Le Monde des Titounis
25. Lingolia : vocabulary of various units with pictures and grammar with exercises
<https://francais.lingolia.com/fr/grammaire/les-temps/limparfait/exercices>
26. <https://fr.islcollective.com/> (printables)
27. <https://innerfrench.com/videos/>
28. <https://www.lasouris-web.org/primaire/francais-lecture.html> Livres (lectures) gratuits et activités/jeux interactifs.
29. Idées week-end avec la quotidienne (youtube)
https://www.youtube.com/results?search_query=idees+week+end
30. many dossier /topics that has combined various websites from different websites
<https://ticsenfle.blogspot.com/>
31. https://www.youtube.com/channel/UC26fqIs836AbDW3E5_c9UIg Ccube academy (Conversational French beginner and intermediate)
32. <https://coffeebreaklanguages.com/coffeebreakfrench/> Coffee Break French
33. <https://savoirs.rfi.fr/fr/apprendre-enseigner> Apprendre et enseigner le français avec rfi
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent
34. <https://www.youtube.com/hashtag/frenchpod101>

Standard(s) Addressed

Standard 7 World language

- 7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present

information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

Standard 7 Climate Change Education (world 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.
- 7.1.IM.IPRET.9: Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
- 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.
- 7.1.IM.IPERS 6: Exchange information from a variety of resources with classmates about global issues, including climate change.
- 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.
- 7.1.IM.PRSNT.7: Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.

Standard 9 Career Readiness, Life Literacies, and Key Skills

- 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- 9.3: This standard outlines what students should know and be able to do upon completion of a CTE

Program of Study.

- 9.4 Life Literacies and Key Skills. This standard outline 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. The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPERS.6	Exchange information from a variety of resources with classmates about global issues, including climate change.
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.IPRET.9	Use information gathered from culturally authentic resources to identify possible solutions to the effects of climate change.
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
FL.IM.7.1.IM.PRSNT.7	Compare cultural perspectives regarding the degradation of the environment of the target culture(s), including the effects of climate change, with those of students' own culture.
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication
WL.IL.7.1.IL.IPERS	Interpersonal Mode of Communication
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	Interpretive Mode of Communication
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	Presentational Mode of Communication
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.

STAGE I Desired Results

STAGE I Desired Results
<i>Objective (Transfer)</i>
<i>Students will be able to independently use their learning to...</i>
<ul style="list-style-type: none">• Compare and contrast lifestyles and jobs in the USA and France.• Read, understand, and interpret an Advertisement about a job in a newspaper/job magazine.

- Understand the abbreviations used in advertisements related to jobs.
- Write a formal letter of interest.
- Inquire/give information about their studies and qualifications for a specific job.

Mastery

Enduring Understanding

Students will understand that...

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

Essential Questions

- How can I prepare myself well for the workplace?
- What are my qualifications?
- What and who influences our professional choices?

Acquisition

Students will know . . .

- **New key vocabulary** related to the workplace such as; *Diplômé, organisé, méticuleux, ponctuel, adroit, bilingue, doué, enthousiaste, motivé, responsable, flexible, disponible, souhaiter, espérer, embaucher, plein temps, temps partiel, assurance, cv, poste, salaire, salarié, contrat, personnel, exiger, le plus vite possible, ci-joint, être reconnaissant,*

Students will be skilled at . . .

- Compare the lifestyle and job benefits in French and American societies.
- Look up various jobs online or in a French newspaper and understand what they are looking for.

remplir le formulaire de travail, se présenter employé, le numéro d'un journal, un horaire de travail, le SMIC, compter faire, le chômage...

- **New key vocabulary, terms, and format to writing a formal letter of interest.**

- **Introduction to the present subjunctive mood** of regular verbs and some irregular verbs after impersonal expressions and expressions of desire.

- **Introduction to the use of object pronouns** as they appear in context.

- **Review of placement and agreement of adjectives.**

- **Review of learned verb tenses** of regular and irregular verbs. Understand, compare and contrast the **cultural aspects of the French society at work:**

- We live in a very competitive world requiring more studying and learning in order to reach better opportunities in the future.

- Similarities and differences between American and French workplaces, working conditions, worker's benefits and unemployment.

- To be successful one must pursue higher education and search for jobs that fit their interests, their qualifications, and their

- Write a letter of interest in French in response to an ad from a paper, a magazine, or online.
- Use the present subjunctive after impersonal expressions and expressions of desire.
- Use the object pronouns.
- Use correctly the agreement and placement of adjectives

studies.

- Being bilingual is an asset for many jobs and professions nowadays.
- A well written resume and a good preparation for an interview will expedite the process.
- In France it is not against the law to ask personal questions during an interview, such as if they are married or not, attach their picture to the résumé etc.
- Background education and Experiences are some of the challenges that youth confront when they start looking for their first job.
- Global competition, growth in population, the war and the new policies of a new government might create changes and oppositions and decline in the workplace.

STAGE II Assessment Evidence

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Practice	Assessments
<u>Week 1: les professions : practices and charades to learn new vocabulary</u>	Assessment #1 Interpersonal assessment about schools in France and workforce <u>Rubric</u>

[PDF: guess the profession](#)

[PDF: guess the profession \(crossword\)](#)

[List of professions and useful vocabulary](#)

[PDF : les professions](#)

[Google document: Comment trouvez-vous votre travail?](#)

Video Micro trottoir les métiers and take notes

<https://telemouche.com/vacances-apprenantes-micro-trottoir-2/>

Conversion C'est à toi level 2 unit 9

Week 2: learn new vocabulary from text c'est à toi, discuss qualifications for a job, Listening to natives tell about their dream job and why

[Les professions label images](#)

[Listening to natives describe their jobs/dream jobs and qualifications](#)

[Gdoc: comment trouvez-vous votre boulot?
Correct the error and create mini conversation](#)

[Create a conversation based on the given guidelines to practice vocabulary from listening](#)

Assessment #2

Reading and writing assessment about professions

Assessment #3

Writing and listening comprehension

Assessment # 4

Written and reading comprehension

[activity](#)

[PDF: C'est à toi conversation](#)

Practice verb "croire" and the question "qu'est-ce que" and "qu'est-ce qui"

[Week 3: Mon argent de poche et Mes potes à moi . Learn street language /familiar vocabulary.](#)

PDF :[Mon argent de poche: Bertrand et Florence](#)

[Mes potes à moi](#)

[Week 4: Read and understand teens conversation about a summer job, cultural comparison, understand ADs and qualifications \(Haylee et Arnaud in APprenons\)](#)

[Google document :APprenons Le tchat entre Haylee et Arnaud](#)

[APprenons : les annonces d'emploi](#)

[Liveworksheet : deux petites annonces](#)

[Google document : deux petites annonces](#)

[Week 5: Halloween , Assessment , reading Petits Boulots grosses responsabilités, cultural note on Montmartre and listening to Lisa describe her job](#)

Assessment : le monde du travail

Writing and reading.

Article: [Petits boulots grosse responsabilités](#)

[Practice of vocabulary on petits boulots grosses responsabilités](#)

Youtube: [Documentary \(English\) Montmartre](#)

Liveworksheet: [Café Olé](#)

[Audiolingua: Elise describes her job](#)

[Google document: questions on Elise describes her job](#)

Week 6: [la Francophonie - La semaine nationale du français \(trivia and exercices for games\)](#), Learning and comparing the format of a letter of interest

[Letter format : Example and liveworksheet : Grosjean](#)

[Week 7: Super roulettes, les jeunes et le monde du travail \)Apprenons, entretien d'embauche \(Ccube academy\)](#)

[Example](#) review for letter of interest

[Liveworksheet Super Roulettes](#)

[PDF APprenons: Youth and unemployment](#)

[Online Podcastfrançaisfacile : un entretien d'embauche au fast food](#)

[Google document : transcript of podcastfrançaisfacile : un entretien d'embauche au fast food](#)

[Online: Ana Biota: une entretien d'embauche](#)

[Google document Questions on Ana Biota](#)

Extension lessons

[Google document : APprenons : les avantages sociaux du travail](#)

[Week 8 : Entretien d'Embauche avec Pierre, Thanksgiving](#)

Entretien d'embauche avec Pierre

<https://www.youtube.com/watch?v=1X5CICisiC0>

[Thanksgiving](#) liveworksheet vocab

Modifications

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

- Word banks when needed

- Extra time on assessments
- Special seating (away from distractions)
- Read and explain the directions to the student
- Use a highlighter or marker to identify key words, phrases, or sentences

STAGE III Learning Plan

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Organize plan by weeks

Week 1: les professions : practices and charades to learn new vocabulary

- Crosswords to review name of professions and learn new ones
- Practice exercises in website Laits-texas sections 1,2,3,13
- Class discussions about their future jobs and parents job- place of work, the studies and qualifications for a job. Opinion on their parents job
- Crosswords
- Quizlet live of vocabulary

Week 2: learn new vocabulary by reading three articles : argent de poche, le tchat d'Arnaud et de Haylee , c'est à toi

- Assessment
- Review the tchat created by students on the pep rally
- Review the vocab by looking at images in a google slide and associate taught vocab from the week before

Week :3 Learn how to respond and to understand classified ADs .

- Read and interpret ADs . Answer questions of true/false about two Ads.
- Learn to write a formal letter
- Practice writing a formal letter

- Listen to the explanation of what the BAFA is . (APprenons)

Week 4: les entretiens d'embauche

- Read article about les avantages sociaux du travail (SMIC, chômage...) (APprenons)
- How is an interview conducted and learn new vocabulary
- Assessment

Week 5: la Francophonie - La semaine nationale du français (trivia and exercices for games)

- Les fêtes: La Toussaint/ le jour des morts (NJEA convention week)
- Trivia questions for games (NJEA convention weekend)

Modifications

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

Specific Resources for Unit

Specific Resources for Unit

Attached Affirmative Action Compliance Checklist

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher google slides

School appropriate films

Une fois pour toute Hale Sturges II, Linda Cregg Nielsen, Henry L. Herbst.

C'est à toi textbook Paradigm

APprenons

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.

Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards

Use of technology throughout lessons on a daily basis

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 Core Idea and Performance Expectation from NJDOE link above.

Describe weather everyday in the beginning of each lesson. Compare the weather in my region to other overseas Francophone countries