

Unit 01: Les études: L'enseignement secondaire et supérieur

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	Les études: L'enseignement secondaire et supérieur
Suggested Duration:	4 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.

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:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefrances.com: http://www.estudiodefrances.com/?page_id=9
3. Podcastfrançaisfacile <https://www.podcastfrançaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
7. Françaisfacile.com <https://www.françaisfacile.com/cgi2/myexam/liaison.php?liaison=dialogue>
8. <https://www.françaisavec pierre.com/> Français avec Pierre
9. Frank Sprog <https://www.fransksprog.dk/>
10. Gabfle <http://gabfle.blogspot.com/>
11. Audio Lingua (tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
12. Lingua.com (textes for beginners) <https://lingua.com/french/reading/>
13. Schoolshape <https://french-resources.org/>
14. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
15. 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.commeunefrançaise.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 écrite 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://français.lingolia.com/fr/grammaire/les-temps/l'imparfait/exercices>
26. <https://fr.islcollective.com/> (printables)
27. <https://innerfrench.com/videos/>
28. <https://www.lasouris-web.org/primaire/français-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
34. <https://www.youtube.com/hashtag/frenchpod101>
35. <https://www.youtube.com/watch?v=hZyc5sL9zxQ> Apprendre le français avec Vincent

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

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and those facing the students' own regions.

- 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
- 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

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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.
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STAGE I Desired Results

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<i>Objective (Transfer)</i>
<i>Students will be able to independently use their learning to...</i>
<ul style="list-style-type: none"> • Demonstrate knowledge of French schools and the Education system. • Discuss, compare, and contrast school systems and cultures between the US and French speaking countries.
<i>Mastery</i>

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 is the education system in my high school and the one in French speaking countries (particularly in France) different and similar to my own?
- What are my qualifications (strength and weakness) based on my course selections?
- What are the pros and cons of each education system ?(in the US and in France)

Acquisition

Students will know . . .

- **Key vocabulary from past experiences** related to school and class schedules.
- **New key vocabulary** related to classroom/courses and schools such as: *les séries, les débouchés, la dissertation, la rédaction, la lecture, la conférence, le cours magistral, l'exposé, le censeur, la conseillère, le conseiller, s'inquiéter, sécher un cours, rater un cours, réussir à un cours, échouer, assister à, la rentrée, la fiche d'inscription, s'inscrire, l'enseignement, le choix, admettre, gratuit, suivre etc.*
- **Reviewed general grammar/language mechanics and idioms** from past years (verbs, adjectives, adverbs, prepositions).
- **Reviewed and conjugated** regular and irregular verbs in the present indicative, imperative mood, and in the passé composé.
- **The comparative and superlative of adjectives** when comparing and contrasting school systems. **The new use of reflexive verbs** that are only related to topic such as; *s'inscrire, s'asseoir, s'appeler, s'inquiéter, se débrouiller.*
- **Cultural notes on schools in France.**
 - *Most French-speaking schools have a very rigid schedule and stress academics more than athletics.*
 - *Students in France learn philosophy in*

Students will be skilled at . . .

- Talk and write about their high school: Their course choices, activities, engagements, class responsibilities, and expectations for the year.
- Talk and write about their emotional and physical preparations for the first day back to school (buying supplies, choosing courses, speaking to counselors...)
- Describe the differences and similarities between their school and other schools in France and the francophone world.
- Make a comparative table of both systems of education (the US and French speaking countries).
- Discuss with peers their qualifications, interests, and their desire in future jobs and professions based on the selection of their courses, their strength and their weakness.
- Express like/dislike and preferences of each education systems (their own school and the one in France).
- Review and apply general grammar on verb conjugations in the present indicative, imperative mood, and the passé composé.
- Compare and contrast using correctly the comparative of adjectives.
- Recognizing in context different forms of verbs(

senior year.

▸ *All students in the high school have mandated common courses to pursue such as; French (Junior year) /Philosophy (Senior year), History/Geography, Civics, Sciences , Physical Ed, 2 Foreign Languages.*

▸ *You have the freedom to choose in junior year mandated courses of studies that most motivate you : Must choose 5 specialties out of 13 available .*

▸ *The choices of specialties will be needed to be pursued in their senior year .*

Students will be able to choose additional courses if they want to from the “options”.

▸ *Students have to study at least two languages besides French.*

▸ *Assessment consists of open ended questions and not multiple choices.*

▸ *Students must buy their own textbooks and supplies.*

▸ *Students must have a passing average grade of all courses in order to move on to the next level.*

▸ *Students will take the mandated state test called “BAC” at the end of the last two years in high school.*

reflexive and non reflexive).

- Recognizing in context the use of object pronouns.

▸ *Students will not be admitted into colleges without passing the “BAC”.*

▸ *Students of the same age/level meet in the same class daily (similar to the American elementary school).*

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p><u>Week 1: SEL activities / “la rentrée scolaire”</u> (back to school, School organigram and cultural comparisons)</p> <p><u>Google document to review their school schedules</u></p> <p>School system in France (General presentation)</p> <p><u>https://www.youtube.com/watch?v=Do52GrPym8o</u></p> <p><u>Google document about school system organization in France (based on youtube presentation)</u></p> <p><u>liveworksheet on school systems based on youtube presentation</u></p>	<p>Assessment # 1</p> <p>Interpretive reading and cultural questions (liveworksheet)</p> <p><u>https://www.liveworksheets.com/c?a=s&g=fran%C3%A7ais%20III&s=%C3%A9preuve%201%27%C3%A9cole&t=pk5g04onaox&mn=cz&m=n&e=n&sr=n&is=y&ms=uz&l=sp&i=dtocfs&r=np&db=0&f=dzduzndd&cd=phc8b29jldjmkglliphnzjkzeph2ngnxglnnxg</u></p> <p>Google doc format</p> <p><u>https://docs.google.com/document/d/1I5XAh70If8zs2-vzLvcdOLZtBJa22WI5bb8NaLIY7-M/edit</u></p> <p>Assessment # 2</p> <p>Interpersonal one on one with teacher</p> <p>La rentrée scolaire et le lycée en France /le bac</p> <p>Questions</p> <p><u>https://docs.google.com/document/d/1oW104KEJdVbWjAj5gfEgihr-0oicGbwe9kw1wxw6Hw/edit</u></p> <p>Rubric</p> <p><u>https://docs.google.com/document/d/1XUioPONI4-ky0Bxu89X7Ur215K9gcPPP7ZlXo7wCvnm/edit</u></p> <p>Assessment #3</p>

Interpretive listening in Edpuzzle

Week 2:

"l'enseignement en France" (HS course selections in France and the BAC test)

<https://edpuzzle.com/assignments/5fb1dac167171240b72b3633/watch>

Google document :
schedule of a student
in France

Example of courses
of study in Junior and
Senior year at Henri
IV (Horaires des
enseignements)

Google document
liste des matières en
première et en
terminale

Online website :
[https://www.oriane.in
fo/la-reforme-du-bac-
explications](https://www.oriane.info/la-reforme-du-bac-explications)

The BAC

PDF of course
selections (les
spécialités)

Youtube: le bac
expliqué en quelques
minutes

Website: coefficients

[and duration of test](#)

[Google document :
pie demonstration the
distribution of
percentages](#)

[Les spécialités à
Henri IV](#)

[Youtube to
recapitulate the BAC:
la réforme du BAC](#)

[Google document:
General questions of
comprehension on
the BAC](#)

[Youtube: How Léa
explains the new
BAC](#)

**[Week 3: deux
enseignements
différents:
comparaison et
discussion sur le bac](#)**
.

[Youtube: l'âge de
classe](#)

[Youtube: France V.
Amérique](#)

Week 4: deux enseignements différents . Oral assessment

Visiting the most popular High Schools in Paris

Lycée Henri IV in Paris

https://www.youtube.com/watch?v=Tt_n7RntsNo

Saint Louis

<https://www.youtube.com/watch?v=0LOhQOI9qNc>

Louis Le Grand

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

[Apprenons : deux élèves parlent de leurs expériences aux Etats-Unis](#)

Assessment #2 : oral

Interpersonal one on one with teacher

La rentrée scolaire et le lycée en France

/le bac

Questions

<https://docs.google.com/document/d/1oW104KEJdVbWjAj5gfEgihr-0oicGbwe9kw1wxdw6Hw/edit>

[Rubric](#)

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 SEL activities / “la rentrée scolaire” \(back to school, School organigram and cultural comparisons \)](#)

- Write my own school schedule and compare it with my classmates.
- Mini dialogues based on school schedule: my courses, my strengths and weaknesses in each class, describe my teachers, list my school supplies and my preparations for back to school.
- Cultural comparisons: school system in France (preK - college) and the US.
- Read, understand, interpret, and compare a French school calendar.
- Students in reverse create their own school system in the US to explain the organization of cycles .

- Presentation of their work to class .

Week 2: “l’enseignement en France” (HS course selections in France and the BAC test)

- Read, understand, interpret, and compare a French school course overview and requirements in the high school.
- Discuss the state testing at the end of secondary school in Francophone countries “le BAC”and compare it to the US state testing via readings , videos and powerpoints

Week 3: deux enseignements différents et épreuve à l’écrit

- Watch l’âge de classe and create a table of comparison
- The final grades and the minions on the BAC
- First written assessment about general questions on schools in France

Week 4: les lycées les plus prestigieux et épreuve à l’oral

- Watch videos on some famous MS/HS in Paris. (Henri IV, Louis Le Grand, Saint Louis)
- Watch youtube a French student compare the two school systems in US and France
- Read article from APprenons to compare and contrast schools in the US and in France: deux élèves parlent d’une école américaine
- Les activités extrascolaires APprenons
- First oral assessment (liveworksheet)

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 created 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

Thèmes

C cube academy

Bien Dit

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 <u>Core Idea and Performance Expectation</u> from NJDOE link above.	

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