

Unit 01: La rentrée scolaire

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

Unit 1

Unit Title:	La rentrée scolaire
Suggested Duration:	5 weeks

Interdisciplinary Connections

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

Sociology: compare and contrast of students' school schedules and schools in France and in the US.

Technology Integration

Technology Integration
<p>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.</p>

Teacher created Google slides

Active Boards

Quizlet

Google classroom family/student connection

1. Internet websites:
2. Sur Lepointdufle <https://www.lepointdufle.net/>
3. Studiodefrenches.com: http://www.studiodefrenches.com/?page_id=9
4. Podcastfrançaisfacile <https://www.podcastfrancaisfacile.com/>
5. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
6. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
7. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
8. Françaisfacile.com https://www.francaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue_
9. Frank Sprog <https://www.franksprog.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. Niveau avancé voyages en français <http://voyagesenfrancais.fr/?lang=fr#.WuD4RsiUvIU>
16. Le baobab bleu <https://lebaobabbleu.com/>
17. Vocabulaire French and English subtitles
18. <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. C'est à toi on CD rom
21. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>
22. CCubeAcademy <https://www.youtube.com/watch?v=fflhkR8OnWA>
23. Dialogues français : <https://www.youtube.com/watch?v=GAKhqWvmcIc>

24. Dialogues français: <https://www.youtube.com/channel/UCfrds0-hPh8ItztSxuwhKAA>
25. Dialogues français : tolearnFrench list : <https://www.tolearnfrench.com/lessons/dialogues.php>
26. Languages online (textbook and exercise)
<https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html>
27. Français avec Pierre
28. <http://fleuh.fr/> (comprehension écrite orale grammaire et vocab tous les niveaux)
29. Des Thèmes en lien avec la littérature <https://littefle.wordpress.com/category/a1/>

Standard(s) Addressed

Standard 7 World Languages

Standard 9 Career Readiness, Life Literacies, and Key Skills

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
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

STAGE I Desired Results

STAGE I Desired Results
<i>Objective (Transfer)</i>
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Describe their school schedule and their course selections for the year. • Describe and share their preparedness to back to school • Describe and share their future desire to pursue higher education or choose to enter the workforce after high school.

- Compare and contrast schools in the US and in France.
- Write, read,listen and communicate with proficiency using complex sentences.

Mastery

Big Ideas/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 do I develop communicative competence?
- How is the education system in my high school and the one in French speaking countries different and similar to my own?
- What are my qualifications (strength and weakness) based on my course selections?
- How do I better prepare myself for the workforce after high school?

Acquisition

Students will know . . .

- **Review key vocabulary and cultural awareness** on schools and careers in relation to their course selections this year 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,*

Students will be skilled at . . .

- Use complex sentences, learned words, phrases in the affirmative and negative forms, ask simple questions and give commands when reading, speaking and writing.
- Understand short to long text enhanced by visual clues, and simple speech when listening.

le choix, admettre, gratuit, suivre..

- Review 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, cv, poste, salaire, salarié, contrat, personnel, exiger, ci-joint, être reconnaissant, remplir le formulaire de travail, se présenter, un entretien, employé, un horaire de travail, le SMIC, compter faire, le chômage...*
- **Review basic language functions and structure:**
- Conjugation of regular and irregular verbs in the indicative mood: *présent, passé composé, passé récent, futur simple, futur proche, and imparfait.*
- Negation.
- Prepositions and conjunctions.
- Adjectives: agreement and position.
- Interrogative adjectives.
- Possessive adjectives, demonstrative adjectives, and adjective *tout*.
- Adverb formation (regular and irregular).
- Interrogative adverbs.
- Comparative and superlative of the adjectives and adverbs.
- Direct, indirect, reflexive, and stress pronouns.
- Indefinite pronouns *Y* and *En*.
- Double object pronouns.

- Communicate effectively in simple and somewhat complex sentences (conjunctions of coordination/subordination and transitional words).
- Sequence events in a logical and distinct manner in the present, future and the past of the indicative, the infinitive, the imperative and the present of the conditional mood.
- Imitate culturally acceptable behavior used in the content examples.

- Interrogative pronouns.
- Simple relative pronouns: *qui/ce qui*, *que/ce que*, and *dont/ce dont*.

STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments
<p>Interpretive:</p> <ul style="list-style-type: none"> • Reading comprehension of written material. Answering questions of multiple choices. • Listening comprehension and 	<p><i>(Choice of 3 or more assessments from list below)</i></p> <p>Assessment # 1</p> <p>Listening comp in Edpuzzle</p> <p>La réforme du bac en France</p> <p>Assessment # 2</p> <p>Interpersonal with teacher about school systems and beginning of Work Force</p> <p>https://docs.google.com/document/d/1O67GWrEZV-tb-VCy0SyaPP33V-iASFTtDLdSppwIuIU/edit</p> <p>Assessment # 3</p> <p>listening comp in Edpuzzle :C'est un monde - L'accès aux études supérieures</p> <p>Assessment # 4</p>

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- Exit slips

**Interperson
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[Listening comp in Edpuzzle: étudier à l'étranger](#)

Assessment # 5

Presentationnal: write a paragraph

["la rentrée scolaire "](#)

using new taught vocabulary from c'est à toi unit 1

Assessment # 6 liveworksheet and google doc

Interpretive reading comp /vocab and cultural application : fill-in the blank

<https://www.liveworksheets.com/c?a=s&g=HS&s=fran%C3%A7ais%20IV&t=pk5g04onaox&m=n&e=n&sr=n&ms=uz&l=qk&i=dtndtut&r=rr&db=0&f=dzduzndt&cd=phc8b29jldjmlttenzlnxzss2ngnxglnzgx>

Google doc format

https://docs.google.com/document/d/18kMIUOQ-I7Rd_Z1-Li4t1ZvmpIa9CDtjWVghQDzysa0/edit

Assessment #7

Interpretive reading comp/vocab and cultural application: True /false and matching words

[L'école en France /le bac](#)

Assessment #8

[Listening comp: conversation téléphonique : la rentrée scolaire](#)

[Presentationnal: comparaison entre lycée français et lycée américain](#)

[Interpretive reading comp : conversation sur la terminale et le bac](#)

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Assessment #9

https://docs.google.com/document/d/1S-aYrpfGMfymADqzx2vjg_T1t6HvqIUy6X01cB7IT8I/edit

Listening comp: Tessa working at the university of Lyon (U texas youtube)

Reading comp: the different tests at the Bac and their coefficient and duration

Presentational: Explain the BAC and compare to the major state test in the US

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- Paired activities to rehearse vocabulary/sentences and structure using given directions.
- Pictures prompted activities.
- Exit slip

Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

Other Evidence:

- Read in various dialogues from textbooks and magazines.
- Use powerpoint to practice learned vocabulary and language functions.
- Computer lab activities for research.
- Read and discuss cultural aspects.
- Watch school appropriate mini dialogues on YouTube.
- Complete liveworksheets
- Record themselves in Flipgrid
- Compete with classmates using Quizlet Live
- Interact in small groups in classroom or in Breakout room in Google Meet

STAGE III Learning Plan

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Organize plan by weeks

Week 1: welcome back :

- Show and tell : one event in the summer
- Review vocabulary on school schedule and their preparedness for the first day back to school: mini conversations and notes.
- Study and practice in quizlet new vocabulary list from unit 1 c'est à toi (level 3- la rentrée scolaire)
- Play quizlet live

Week 2: la rentrée scolaire (Les enseignements obligatoires, communs, optionnels et le BAC)

- Review the vocabulary of the BAC in France and course choices (the common classes and the choices of specialties based on students strength and interest)
- Complete their course selections and compare to the one of a French student

Week 3: conversations about weekend (practice the pc and imparfait) /reading and practices from APprenons

- Read text unit 1 in c'est à toi level 3 to review general vocabulary on back to school and preparedness to school (schedules, supplies, class choices)

- Email of Arnaud
- Chat of Arnaud and Haylee
- Assessment Liveworksheet

Week 4 Après le BAC: les études Post-BAC, les prépas et les lycées prestigieux à Paris

- The organogram of studies after HS - choice of schools and diplomas [.organigramme des études post-bac](#)
- Video explaining Les Prépas et the Grandes Ecoles.
- Les lycées/prépas les plus prestigieux à Paris : watch three videos to learn about some Lycées in Paris

Week 5: La Sorbonne et le quartier Latin . Pointculture , oral assessment

- Watch the videos of the Latin Quarter with Davil Hill (youtube)
- Watch the cultural video on La Sorbonne (côté Coullisse)
- **Assessment # 2 (oral about the entire unit)**

Additional activities /extensions

- Review the passé composé and the imparfait (regular and irregular past participles /auxiliaire avoir and être): teacher created worksheets.
- Review pronouns, adjectives and adverbs: teacher created worksheets, whiteboards, and teacher created powerpoint.
- Discuss and learn about the school regiment in France: externat, internat et demi-pension.

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.

Quizlet sets

liveworksheets

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.

Accommodations and Modifications (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, students with 504 plans, LGBT, and the students with disabilities .

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

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.	