

## French III AAC Overview 2022 - 2023

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

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### Grading Period 1

#### Unit 1: World of Work

Estimated Date Range: 8/10/22-10/7/22

#### Unit Overview:

Students will focus on college and career preparedness and discover how to become a viable job candidate in an increasingly globalized job market. The topic of interculturality will be highlighted to demonstrate how in depth cultural knowledge can aid in one's career goals given a world-wide job market. To develop this concept students will continue building cultural comparisons that began in each of the previous units. Moving forward, students will look at their immediate and long-term goals for their future, considering what they learn from interest inventories and their perceptions of personal strengths. They will then consider career preparation opportunities that are available around the world, paying particular attention to those careers that will be needed as they finish their education. Students will discover a career of interest to them and will determine the type of education and experience required by that career and will consider how language skills enhance their marketability in that field. Finally, students will explore working conditions around the world paying close attention to employment issues.

#### At home connections:

- Encourage students to explore Universities in other countries, not necessarily to attend them, but to see similarities and differences with our system here.

Concepts within Unit #1 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Attitude Toward Work TEKS: 3.1b, 3.1e, 3.2b, 3.2c, 3.2d, 3.3a, 3.3b, 3.3c	Students will be able to demonstrate understanding of authentic materials by <u>paraphrasing the main idea, theme (if fiction) and supporting details</u> from authentic materials related to <ul style="list-style-type: none"> <li>• Attitudes toward work in our culture</li> <li>• Attitudes toward work in a variety of target cultures</li> <li>• What we consider an ideal work/life balance</li> <li>• What target culture(s) consider an ideal work/life balance</li> </ul>

	<p>Students will be able to <u>use connected sentences with details and elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• Describe their personal attitudes toward work</li> <li>• Describe the attitude toward work in the United States</li> <li>• Describe the attitude toward work in a variety of target cultures</li> <li>• Describe an ideal life in terms of balancing work and play</li> <li>• Compare and contrast the attitudes toward work, and a work/life balance, in different cultures</li> </ul> <p>Students will be able to <u>have oral conversations using complete sentences and simple elaboration</u> in which they</p> <ul style="list-style-type: none"> <li>• Discuss their attitudes toward work</li> <li>• Discuss their personal ideal work/life balance</li> </ul>
<p>Concept #2: Employment Issues TEKS: 3.1b, 3.1e, 3.2b, 3.2c, 3.2d, 3.3a, 3.3b, 3.3c</p>	<p>Students will be able to demonstrate understanding of authentic materials by <u>paraphrasing the main idea, theme (if fiction) and supporting details</u> from authentic materials related to employment issues here and in the target culture.</p> <p>Students will be able to <u>use connected sentences with details and elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• Explain what employment issues are prevalent in a variety of target cultures</li> <li>• Explain who works in different cultures</li> <li>• Propose solutions to employment issues in the target culture and here</li> </ul> <p>Students will be able to <u>have oral conversations using complete sentences and simple elaboration</u> in which they discuss their ideas for ways to solve employment issues.</p>
<p>Concept #3: Careers TEKS: 3.1b, 3.1c, 3.1e 3.1e, 3.2a, 3.2c, 3.3a</p>	<p>Students will be able to demonstrate understanding of authentic materials by <u>paraphrasing the main idea, theme (if fiction) and supporting details</u> from authentic materials related to</p> <ul style="list-style-type: none"> <li>• A variety of career paths in the target culture</li> <li>• Skill sets for certain careers</li> </ul> <p>Students will be able to <u>use connected sentences with details and elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• identify a variety of careers</li> <li>• Describe what skills/qualities will be important for future careers that don't exist yet</li> <li>• explain the impact changes in technology have on careers now and in the future</li> <li>• explain my lifestyle preferences and how my future career might affect that</li> </ul>

	<p>Students will be able to <u>have oral conversations using complete sentences and simple elaboration</u> in which they</p> <ul style="list-style-type: none"> <li>• exchange information about careers in terms of the skills and qualities needed for that career</li> <li>• Discuss what careers interest them and why they feel they are suited for those careers</li> <li>• Ask and tell others what they should do in terms of future careers</li> </ul>
<p>Concept #4: Applying for Jobs and Other Opportunities TEKS: 3.1a, 3.1d, 3.1e, 3.1f, 3.2a, 3.3b, 3.3c</p>	<p>Students will be able to <u>use connected sentences with details and elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• explain the difference between a career and a job</li> <li>• give reasons why they would be an ideal candidate for a possible job or educational opportunity</li> </ul> <p>Students will be able to <u>have oral conversations using complete sentences and simple elaboration</u> in which they</p> <ul style="list-style-type: none"> <li>• discuss their personal skills/abilities, interests and qualities</li> <li>• give reasons why they would be an ideal candidate for a possible job or educational opportunity</li> </ul>

## Grading Period 2

### Unit 2: We All Need a Home

Estimated Date Range: 10/11/22-12/16/22

#### Unit Overview:

In this unit, students will build upon what they learned about describing a house in level II and describe different types of housing and shelter around the world. They will study the evolution of housing since its beginning and how housing innovations have made living easier for humans. They will also consider housing problems in the native and target cultures, discussing creative solutions to these problems and how international organizations help people in need. This will prepare them for level IV AP in that it is a direct correlation with the sub-theme of housing and global challenges that students encounter on the AP test.

#### At home connections:

- Encourage students to label the rooms and furnishings in the house in the target language.

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: How We Live TEKS: 3.1a, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a, 3.3b, 3.3c</p>	<p>Students will be able to <u>demonstrate understanding</u> of authentic materials about</p> <ul style="list-style-type: none"> <li>• housing in the target culture.</li> <li>• The development of housing throughout history</li> </ul> <p>Students will be able to <u>paraphrase the main idea, theme (if fiction) and supporting details</u> from authentic materials related to housing.</p> <p>Students will be able to <u>use connected sentences with details and elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• describe housing, rooms, and furnishings in the target culture</li> </ul>

	<ul style="list-style-type: none"> <li>compare housing in this country with typical housing in the target culture</li> <li>Describe the development of housing in the target culture throughout history</li> <li>Describe modernizations and innovations in housing that have impacted how people in the target culture have lived throughout history</li> </ul> <p>Students will be able to <u>have oral conversations using complete sentences and simple elaboration</u> in which they</p> <ul style="list-style-type: none"> <li>Discuss aspects of housing here in and in the target culture</li> <li>Discuss modernizations that have impacted how people live</li> </ul>
<p>Concept #2: Housing Issues TEKS: 3.1a, 3.1b, 3.1c, 3.1d, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a, 3.3b, 3.3c</p>	<p>Students will be able to <u>demonstrate understanding</u> of authentic materials about</p> <ul style="list-style-type: none"> <li>housing related problems in the target culture.</li> <li>Ways that international aid organizations assist people with housing concerns</li> <li>What they can do to help with the housing problem here and in the target culture</li> </ul> <p>Students will be able to <u>paraphrase the main idea, theme (if fiction) and supporting details</u> from authentic materials related to housing problems and possible solutions.</p> <p>Students will be able to <u>use connected sentences with details and elaboration</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>Describe the housing related problems people face in a variety of target cultures.</li> <li>Compare the housing situation in the target culture and here</li> <li>Describe the ways that international aid organizations aid those with housing concerns</li> <li>Propose possible solutions to the housing problems in a target country</li> </ul> <p>Students will be able to <u>have oral conversations using complete sentences and simple elaboration</u> in which they</p> <ul style="list-style-type: none"> <li>Discuss the ways the housing situation here is similar to and different from the housing situation in a given target country</li> <li>Discuss ways they can help with the housing problem</li> </ul>

### Grading Period 3

#### Unit 3: Food and Hunger

Estimated Date Range: 1/5/23-2/16/23

**Unit Overview:**

In this unit, students will learn about the role that food plays in all cultures. They will consider the impact of food on various aspects of their lives and explain the connection between food and culture. They will also compare their own eating habits with those of people in other places and discuss the historic factors that have influenced the foods people eat. Finally, they will explore the worldwide issue of hunger and propose solutions.

This is the third time students will be exposed to real world issues, having done the same with employment and housing problems in the past units. This will make it easier for them to work in this unit and will prepare them further to continue with those coming ahead. This is a multi-sided effort to create global citizens aware of the situations around them.

**At home connections:**

- Encourage students to look for recipes in the target language, and to follow people on social media who feature typical dishes from the target culture(s).

Concepts within Unit # 3 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Why We Eat What We Eat TEKS: 3.1a, 3.1b, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> <li>• Show that I can understand what I read/watch/hear in authentic materials in the target language about the diet, eating habits and customs in the target culture(s).</li> <li>• Name and describe foods in the target language that are typical in a variety of target cultures as well as in my own culture.</li> <li>• Use the target language to compare the typical dishes and eating habits/customs in my culture with those in some of the target cultures.</li> <li>• Show that I can understand what I read/watch/hear in authentic materials in the target language dealing with factors that affect our food choices (economics, climate, geography, etc.) and discuss what I have learned with others using the target language.</li> <li>• Use the target language to compare two or more cultures in terms of why they eat what they eat.</li> <li>• Show that I can understand what I read/watch/hear in authentic materials in the target language about alternative food choices/alternative ways of processing food (organic, GMOs, etc.) and express my opinion in the target language about what I read/heard.</li> </ul>
<p>Concept #2: Hunger TEKS: 3.1a, 3.1b, 3.1c, 3.1d, 3.2a, 3.2b, 3.2c, 3.2d, 3.3a, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> <li>• Show that I can understand some of what I read/watch/hear in authentic materials in the target language about the issue of hunger in my own community and in the target cultures.</li> <li>• Compare, orally and/or in writing using the target language, the ways my culture and the target cultures are addressing the issue of hunger.</li> <li>• Use the target language to propose a solution to an issue related to hunger.</li> </ul>

**Unit 4: Exploring the Environment**

Estimated Date Range Grading Period 3: 2/21/23-3/10/23

Estimated Date Range Grading Period 4: 3/20/23-4/6/23

**Unit Overview:**

We live in a world that is constantly changing in many ways. In this unit, students will investigate their role in their physical world in terms of natural disasters, related events and weighty issues such as biodiversity, energy, pollution and innovation in our systems that will address these challenges in the future. As a part of this unit, students will discover how they believe these issues may affect their future, and the role they can play in these choices.

Many skills acquired during previous units will be used here. They will continue to extract meaning from authentic videos, articles and infographics, so they can get language input on the topic. Of special importance are discussing and debating skills that will allow them to have meaningful contributions to conversation and debate tables about the current issues surrounding the environment.

**At home connections:**

- Add ideas for how parents can support learning for this unit

Concepts within Unit # 4 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Natural Forces TEKS: 3.1a, 3.2a, 3.2b, 3.2c, 3.3a, 3.3b, 3.3c	<ul style="list-style-type: none"> <li>• Show that I can understand what I read/watch/hear in authentic resources in the target language related to natural disasters and their impact on people, biodiversity, and the environment.</li> <li>• Describe a variety of natural disasters, particularly those affecting target language cultures, using the target language</li> <li>• Describe the world's biodiversity using the target language.</li> <li>• Discuss (both orally and in writing in the target language) how natural disasters impact my daily life and the environment around me, as well as the biodiversity of the target culture.</li> </ul>
Concept #2: Human Impact on the Environment TEKS: 3.1a, 3.1b, 3.2a, 3.2b, 3.2c, 3.3a, 3.3b, 3.3c	<ul style="list-style-type: none"> <li>• Show that I can understand what I read/watch/hear in authentic resources in the target language related to a variety of environmental concerns.</li> <li>• Express my opinion using the target language (both orally and in writing) about a variety of environmental concerns.</li> <li>• Express my opinion the target language (both orally and in writing) about how my actions might impact the environment.</li> </ul>
Concept #3: Attitudes Toward Environmentalism TEKS: 3.1b, 3.1d, 3.2a, 3.2b, 3.2d, 3.3a, 3.3c	<ul style="list-style-type: none"> <li>• Show that I can understand some of what I read/watch/hear in authentic resources in the target language related to the attitudes of target cultures toward environmental issues.</li> <li>• Use the target language to compare my culture's approach to environmental issues with those in the target culture.</li> <li>• Convince others, through oral conversations and in writing in the target language, to get involved in an environmental issue important to me.</li> </ul>

**Grading Period 4**

**Unit 5: The Evolution of Technology**

Estimated Date Range: 4/11/23-5/25/23

**Unit Overview:**

Technology is an essential part of our reality in the 21st century, and students will have the opportunity to build on the knowledge of modern technology that they gained in the housing and environmental units. In this unit students will explore how technology has been a part of the human story throughout history. They will discuss the importance of technological inventions and their impact on society, as well as the influence that social media has on the culture of the 21st century. Students will also predict the technological advancements we will see in the future. They will compare technology use both here and in the target culture, and they will explore the affect the rise in technology has had on our written language.

**At home connections:**

- Encourage students to change the language in their devices to the target language.

Concepts within Unit # 5 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Technology Past, Present and Future TEKS: 3.1b, 3.2a, 3.2b, 3.2c, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> <li>• Show that I can understand what I read/watch/hear in authentic resources in the target language related to technological innovations from the past.</li> <li>• Describe several technological innovations from history using phrases and sentences in the target language.</li> <li>• Describe in writing (using connected sentences with details and elaboration in the target language) how technology has changed over time.</li> <li>• Explain the impact of several technological innovations on society either orally or in writing using the target language.</li> <li>• Using the target language, predict how technology will impact my life in the future, both immediate and long-term</li> </ul>
<p>Concept #2: The Use of Technology Changes how People Interact all Over the World TEKS: 3.1b, 3.1e, 3.2a, 3.2b, 3.2c, 3.2d, 3.3b, 3.3c</p>	<ul style="list-style-type: none"> <li>• Show that I can understand what I read/watch/hear in authentic resources in the target language related to technology use in the target culture(s) and social media use around the world.</li> <li>• Name, in the target language, some factors that affect how much people use technology in different cultures.</li> <li>• Compare the use of technology in a variety of target cultures with our use here, using the target language.</li> <li>• Discuss in the target language the benefits and drawbacks of social media.</li> <li>• Describe in the target language how technology has impacted the way we communicate with one another.</li> </ul>

**Glossary of Curriculum Components**

**Overview**— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

**Parent Resources**

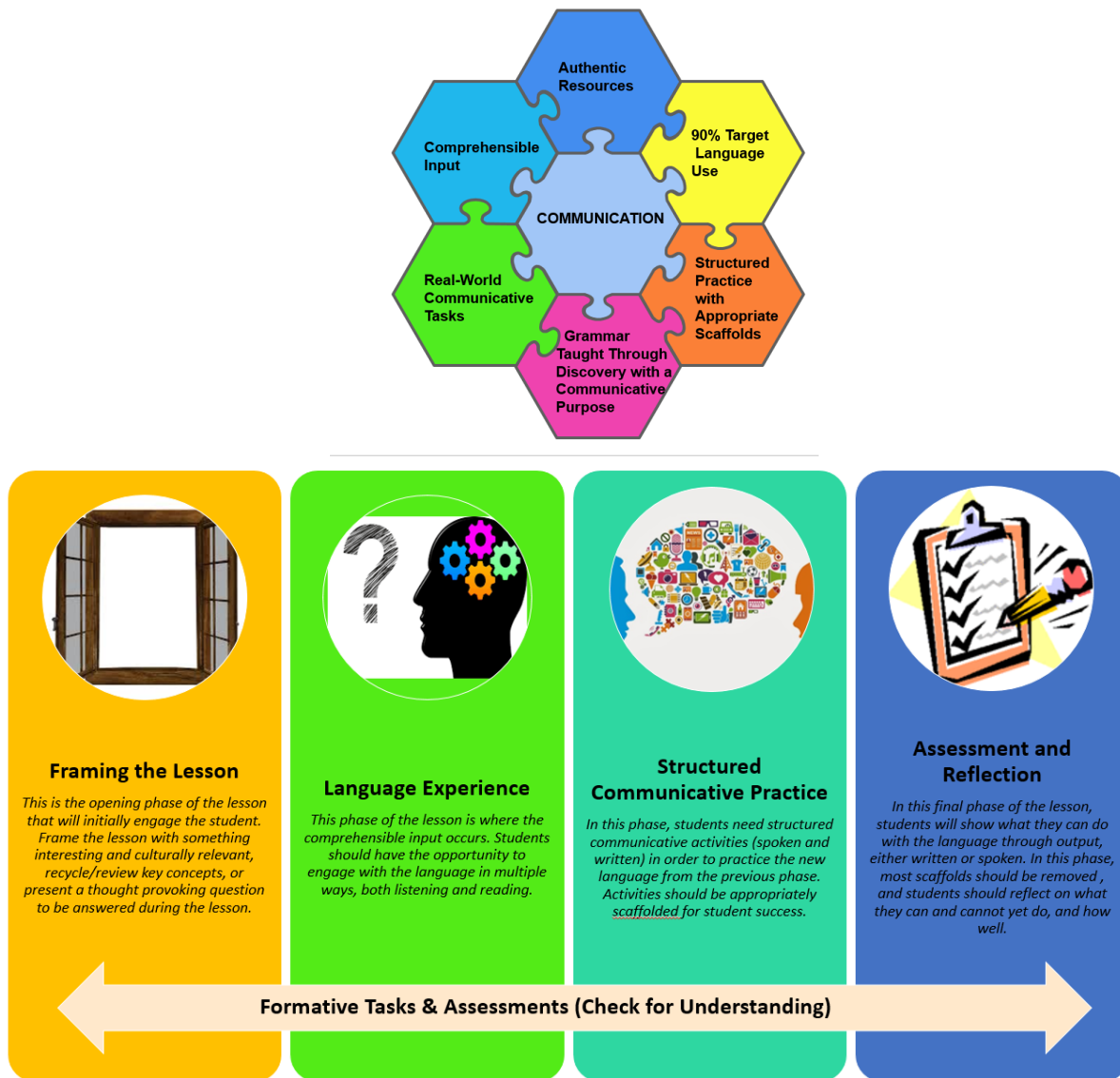
The following resources provide parents with ideas to support students' understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
Bien Dit 3	This is the French textbook. While our curriculum does not align to the textbook, it can be used as a resource for students who might want/need additional practice.
This is Language	This is an online platform that has videos of native speakers talking about a variety of topics, many of which are aligned to our curriculum topics.
<a href="#">Duolingo</a>	This site provides students with extra practice in a variety of languages. It is not aligned with the curriculum, but could be a great way to reinforce the basics.
<a href="#">Multilingual Books</a>	This site has links to foreign newspapers and magazines. Reading in the target language is one of the best ways to increase proficiency with the language.



## Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students' prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding.

