

Created with Social Justice in Mind

EntreCultures® provides social justice learning opportunities that align with the Anchor Standards and Domains created by Learning for Justice.

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

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EntreCultures® Connects to Social Justice

IDENTITY

- Students are introduced to unique young people from across the francophone world through video blogs.
- *Reflexion interculturelle* segments and *Mon progrès interculturel* Can-Do statements frequently ask students to consider similarities and differences between video bloggers' individual and cultural identities and their own.

DIVERSITY

- Video blogs feature diverse young people from around the francophone world.
- Students are introduced to francophone cultures through *Rencontre interculturelle* segments.
- Images represent diverse societies, including various races and ethnicities, gender identifications, individuals with disabilities, family configurations, etc.
- Characters used in grammar and strategy videos represent diverse backgrounds.
- *Zoom culture* segments frequently introduce unique cultural practices and products, inviting comparisons.
- *Réflexion interculturelle* segments and *Mon progrès interculturel* Can-Do statements frequently ask students to consider similarities and differences between francophone people/cultures and their own communities.
- Authors use a rubric to ensure diversity and inclusion in visual images and for designing inclusive activities while avoiding stereotypes.

JUSTICE

- Implicit in world language instruction are concepts of open-mindedness and the acceptance of differences. The standards under the Justice and Action domains should be natural consequences of long-term language study.

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IDENTITY

<p>Unité 1 <i>L'identité</i></p>	<ul style="list-style-type: none"> • <i>Questions essentielles</i> – Who am I? How does what I do define who I am? • Most activities in this unit revolve around defining and describing personal identity and the identities of others.
<p>Unité 3 <i>La vie en famille</i></p>	<ul style="list-style-type: none"> • <i>Questions essentielles</i> – Who are the members of a family? • Various activities in <i>Comment dit-on?</i> 2 section ask students to describe family members.
<p>Unité 4 <i>Bon appétit!</i></p>	<ul style="list-style-type: none"> • <i>Questions essentielles</i> – How does cuisine help to define cultures?
<p>Unité 5 <i>Le temps libre</i></p>	<ul style="list-style-type: none"> • <i>Questions essentielles</i> – How do leisure activities, sports, and music help define cultures?
<p>Unité 6 <i>En ville</i></p>	<ul style="list-style-type: none"> • <i>Questions essentielles</i> – How do my surroundings shape my identity?

DIVERSITY

<p>Unité 1 <i>L'identité</i></p>	<ul style="list-style-type: none"> • <i>Questions essentielles</i> – What are cultural similarities and differences between myself and others in a francophone society?
<p>Unité 2 <i>À l'école</i></p>	<ul style="list-style-type: none"> • <i>Questions essentielles</i> – How is student life at my school similar to and/or different from student life in a francophone country?
<p>Unité 3 <i>La vie en famille</i></p>	<ul style="list-style-type: none"> • Teacher note (p. 149) reminds teachers to be sensitive toward those with difficult home situations. • All activities requiring students to talk about a family include options to describe their own family, a famous family, or an imaginary family. • <i>Comment dit-on?</i> 3 segment introduces diverse living situations. Teacher note (p. 172) reminds teachers to be sensitive to students' home situations. • <i>Découvrons</i> 3 segment includes a teacher note (p. 180) reminding teachers to be sensitive about students' home situations; activities do not require students to describe their own homes. • Images of families include same-sex, single parent, mixed race, etc.

JUSTICE

Unité 4 *Bon appétit!*

- *Zoom culture: Le gaspillage alimentaire*; the topic of wasting food touches on social justice in terms of equity of access to food and the environmental impacts of food waste, which affect economically and socially disadvantaged individuals the most. Teachers may engage students in discussions around food access, environmental impacts, and solutions to these problems in various francophone cultures. Other topics may include stereotypes or assumptions about those who use food banks or dumpster dive. Teachers may assign some of these topics for written discussion in the Classroom Forum in Explorer®.

ACTION

Unité 1 *L'identité*

Unité 2 *À l'école*

Unité 3 *La vie en famille*

Unité 4 *Bon appétit!*

Unité 5 *Le temps libre*

Unité 6 *En ville*

- Depending on local community standards, teachers may suggest community service projects related to unit themes.
- Implicit in world language instruction are concepts of open-mindedness and the acceptance of differences. The standards under the Justice and Action domains should be natural consequences of long-term language study.

IDENTITY

Unité 1 *C'est la rentrée*

- *Questions essentielles* – How do personal preferences and traits influence our choices in school?

Unité 6 *Voyager autrement*

- *Questions essentielles* – What is the difference between a tourist and a traveler? How do travel experiences shape our intercultural understanding and respect for the communities we visit?

DIVERSITY

Unité 6 *Voyager autrement*

- *Questions essentielles* – What is the difference between a tourist and a traveler? How do travel experiences shape our intercultural understanding and respect for the communities we visit?
- *Zoom culture: Voyager autrement* encourages students to consider ways of traveling that allow them to experience first-hand life in other cultures. See also the *Réflexion interculturelle* and associated *Mon progrès interculturel* (p. 285).

JUSTICE

Unité 3 *Au boulot, les bénévoles!*

- *Questions essentielles* – How can community members work together to improve the quality of life for themselves and others?
- *Activité 10* (p. 128) compares roles and expectations based on gender. See also the *Réflexion interculturelle* and associated *Mon progrès interculturel* (p. 129).
- *Activité 26* (p. 155) includes an authentic poem about volunteering that encourages empathy and asks students to give reasons for helping others.

Unité 5 *Des conseils pour une vie saine*

- *Questions essentielles* – How do people where I live and in francophone cultures view social and emotional health?
- *Zoom culture: L'assurance maladie en France, Réflexion* invites students to compare access to health services in France and in their community. Teachers may extend the conversation with a discussion of social groups that are more likely to be impacted by lack of access to health care.
- *Comment dit-on? 3* and related activities focus on social and emotional health. While not explicitly addressed, teachers may extend discussions to include things that have a negative impact, such as bullying.

ACTION

Unité 3 *Au boulot, les bénévoles!*

- *Questions essentielles* – How can community members work together to improve the quality of life for themselves and others?
- *Comment dit-on?* 2 segment and activities focus on volunteering.
- *Activité 18* (p. 140) features an authentic video in Explorer® with an example of a Haitian man volunteering in his community to provide access to books. See also the *Réflexion interculturelle* and associated *Mon progrès interculturel* on p. 141.
- *Activité 20* (p. 144) features a video in Explorer® related to youth volunteering. See also the *Zoom culture* on p. 145.
- *Comment dit-on?* 3 and related activities encourage ways to volunteer in the community, including helping the homeless, caring for the elderly, working at a food bank, etc. These topics touch on perceptions and stereotypes around people needing assistance; teachers can extend the topic to include opportunities in the local community. See also the *Réflexion interculturelle* and associated *Mon progrès interculturel* on p. 147.
- *Activité 25* (p. 154) features an authentic video in Explorer® related to youth volunteers restoring housing.

Unité 6 *Voyager autrement*

- *Comment dit-on?* 3 includes guidance for respectful travel (p. 311), including respect for natural resources and open mindedness.
- See also the *Stratégies* video in Explorer®: Culturally Sensitive Travel.

IDENTITY

Unité 1 *Ma vie et moi!*

- *Questions essentielles* – How is friendship experienced in my community and in francophone communities? What experiences and events shape childhood? How do life events and relationships as an adolescent influence whom I am becoming?

Unité 5 *La quête de soi*

- *Questions essentielles* – What makes me unique? How do people express their individuality in my community and in francophone communities? How do the choices we make define who we are?
- Everything in this unit deals with identity, including gender identity, belief systems, relationships, and diversity in self-expression. Teacher notes provide guidance for approaching these topics.
- The *Activités supplémentaires* in Explorer® include an authentic video featuring an interview with a transgender politician.

DIVERSITY

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JUSTICE

Unité 2 *Citoyenneté numérique*

- *Questions essentielles* – What effects do digital media have on my life and the lives of those in francophone countries? What are my rights and responsibilities as a digital citizen?
- Unit topics include cyberbullying and equitable access to technology.
- *Comment dit-on? 2* focuses on general rights and asks students to consider laws they would like to change.

Unité 4 *Génération responsable*

- *Questions essentielles* – Why does sustainability matter and how do my actions impact the future? How are the beliefs of community members reflected in their actions regarding the environment in francophone communities and in my own?
- *Comment dit-on 1* deals with preservation of the environment and introduces the three pillars of sustainable development.
- Throughout this unit, students are presented with global challenges, culminating in a summative Integrated Performance Assessment related to the United Nations initiatives for sustainable development.
- This unit represents an opportunity for teachers to discuss the impact of global challenges related to sustainable development on vulnerable communities.

Unité 5 *La quête de soi*

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- The *Activités supplémentaires* in Explorer® include an authentic video featuring an interview with a transgender politician.

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Unité 5 *La quête de soi*

- *Questions essentielles* – What makes me unique? How do people express their individuality in my community and in francophone communities? How do the choices we make define who we are?
- Everything in this unit deals with identity and diversity, which invites students to meet the standards under the domain of Action.
- The *Activités supplémentaires* in Explorer® include an authentic video featuring an interview with a transgender politician.