World Languages Curriculum

French III: Unit One
Grade 6-12
Course Description

Paterson Public Schools is committed to seeing that all students progress and develop the required skills to support second language acquisition. At the completion of a strong series of course studies, students will be able to:

- Possess knowledge of adequate vocabulary structured in contextual thematic units
- Express thoughts and ideas on a variety of topics
- Move progressively from simple sentence structures to a more complex use of verbs, adjectives, adverbs, richer expressions, etc…
- Rely on background knowledge to develop fluency in the second language acquisition related to their daily lives, families, and communities
- Compose short dialogues, stories, narratives, and essays on a variety of topics
- Learn and embrace the culture and traditions of the native speakers’ countries while learning the language and cultural expressions
- Read, listen, and understand age-appropriate authentic materials presented by natives for natives, as well as familiar materials translated from English into the target language
- Become valuable citizens globally, understanding and respecting cultural differences, and promoting acceptance of all people from all cultures

Course Overview

The French Program at Paterson Public Schools will focus on acquiring communication skills and cultural exposure. It is guided by the NJ DOE Model Curriculum for World Languages and encompasses the N.J.C.C.C. Standards for World Languages which address the need to prepare all students for interdependent world.
## Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>L’hygiène, la santé et les routines quotidiennes</td>
<td>4 weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>La nourriture</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Unit 3</td>
<td>La famille</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Unit 4</td>
<td>L’avenir</td>
<td>6 weeks</td>
</tr>
<tr>
<td>Unit 5</td>
<td>La France et ses régions</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Les arts: le cinéma, le théâtre, et la télévision</td>
<td>5 weeks</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Le gouvernement Français</td>
<td>4 weeks</td>
</tr>
</tbody>
</table>
# Educational Technology

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.1.8.A.1, 8.1.8.B.1, 8.1.8.C.1, 8.1.8.D.1, 8.1.8.E.1, 8.1.8.F.1</td>
</tr>
</tbody>
</table>

- **Technology Operations and Concepts**
  - Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processing program.

- **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event on a collaborative, web-based service.

- **Communication and Collaboration**
  - Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.

- **Digital Citizenship**
  - Model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics.

- **Research and Information Literacy**
  - Gather and analyze findings using data collection technology to produce a possible solution for a content-related or real-world problem.

- **Critical Thinking, Problem Solving, Decision Making**
  - Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary figure.
### 21st Century Life & Career Skills

#### Standards:


#### Learning and Innovation Skills:

- **Creativity and Innovation**
  - Use multiple points of view to create alternative solutions.

- **Critical Thinking and Problem Solving**
  - Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
  - Implement problem-solving strategies to solve a problem in school or the community.

- **Communication and Collaboration Skills**
  - Determine an individual’s responsibility for personal actions and contributions to group activities.
  - Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
  - Model leadership skills during classroom and extra-curricular activities.

- **Cross-Cultural Understanding and Interpersonal Communication**
  - Demonstrate the ability to understand inferences.
  - Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

- **Career Exploration**
  - Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
# Differentiated Instruction

## Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
</tr>
<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Computer/whiteboard</td>
<td>• Extended time</td>
<td>• Consistent daily structured routine</td>
<td>• Individual daily planner</td>
</tr>
<tr>
<td>• Tape recorder</td>
<td>• Study guides</td>
<td>• Simple and clear classroom rules</td>
<td>• Display a written agenda</td>
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<tr>
<td>• Spell-checker</td>
<td>• Shortened tests</td>
<td>• Frequent feedback</td>
<td>• Note-taking assistance</td>
</tr>
<tr>
<td>• Audio-taped books</td>
<td>• Read directions aloud</td>
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<td>• Color code materials</td>
</tr>
</tbody>
</table>
Enrichment

Accommodate Based on Students' Individual Needs: Strategies

- Adaptation of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

**Suggested Formative/Summative Classroom Assessments**

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
**Enduring Understanding**

- Daily routines help us with time management.
- Medical and public health efforts enable people to live healthier and have better lives.
- Knowing how and when to navigate the health care system is critical to maintaining good health.
- The early detection of health issues and diseases helps reduce health care related costs.

**Grade:** 6-12  
**Unit:** One  
**Topic:** L’hygiène

<table>
<thead>
<tr>
<th>New Jersey Core Curriculum Content Standards (NJCCCS):</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NM.B.3, 7.1.NH.B.2, 7.1.NH.B.3, 7.1.NH.C.3</td>
</tr>
</tbody>
</table>

**ACTFL Modes of Communication:**
- Interpersonal
- Interpretive
- Presentational

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<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Cultural Products, Practices, and Perspectives</th>
</tr>
</thead>
</table>
| Describe and explain your daily routine including activities and time. 7.1.NH.C.3 | What are daily routine?  
How long does it take to be ready?  
Is breakfast important as part of the morning routine? | **Comparison Report**  
Compose a short report on your daily routines. In pairs, compare and contrast your routines to that of your partner’s. Report back to the whole group highlighting your similarities and differences. | **La routine quotidienne**  
https://www.youtube.com/watch?v=5B8zB1BVnD4  
https://www.youtube.com/watch?v=wnHEuH8vWMI  
**Les activités du petit Éric**  
https://www.youtube.com/watch?v=5B8zB1BVnD4 | The WC  
The Bidet  
Separation of toilet and bathroom  
Public restrooms  
The meaning of “faire sa toilette” |
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<td>7.1.NH.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</td>
<td>Survey</td>
<td>Take a survey in class to determine the amount of time needed to be ready in the morning, from the wake up time to the time ready to leave.</td>
<td><a href="https://www.youtube.com/watch?v=TCJHo56nC6E">Video</a></td>
<td>Bonjour de France - la vie quotidienne <a href="http://www.bonjourdefrance.com/exercices/14/comprehension/la-vie-quotidienne/index.html">Link</a></td>
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<td></td>
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<td>Graph</td>
<td><a href="http://www.languageguide.org/french/vocabulary/bathroom/">Languageguide.org - Vocabulaire</a></td>
<td>Discovering French Blanc (DFB) DVD and CD modules</td>
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<td>Physical cleanliness Passer la douche Les poux</td>
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<tr>
<td>Identify aspects of good hygiene in France and in the United States including culturally accepted habits and challenges.</td>
<td>• Why is it essential to keep good hygiene? • Do French shower every day? • What are the consequences of poor hygiene?</td>
<td>Journal Entry</td>
<td><a href="http://www.huffingtonpost.fr/2012/10/15/etude-francais-hygiene_n_1967536.html">Huffpost</a></td>
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</tbody>
</table>
| 7.1.NH.C.3                      | Describe in writing people and things from the home and school environment. | bad hygiene. | **Reading Comprehension**  
In groups, assign students to read parts of “Les poux, c’est pas tabou”. Have student identify new vocabulary and discuss their reading. Report back to the whole group in order of assigned sections. | http://www.bva.fr/fr/sondages/barometre_politique/les_habitudes_d_hygiene_des_francais.html  
L’hygiène  
http://www.ajaccio.fr/L-Hygiene-Corporelle_a215.html  
UNICEF- L’importance de l’hygiène  
http://www.unicef.org/french/wash/index_hygiene.html  
L’hygiène corporelle  
http://www.lhygiene-corporelle.sitew.com/#Accueil.A  
Les poux, c’est pas tabou!  
| 7.1.NH.A.6                      | Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials. | **Venn Diagram**  
Compare and contrast French Health care System | **LePoint.fr**  
http://www.lepoint.fr/editos-du-point/anne-jeanblanc/les-francais- |  

Analyze and discuss the health care system in France and the United States including  
- How is the health care system in France?  
- How much does a doctor’s visit cost in  

Public and Private health care  
L’Assurance Maladie
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</table>
| advantages and disadvantages of the program. | France? and in the United States?  
• Do you go for your yearly physical exams?  
• Does the United States have the best health care program? | to that of the United States.  
Journal Entry  
Describe a visit to the doctor’s office. Include in your journal entry the reason for the visit, the appointment and the time in the waiting room, co-pay and/or the fee charged by the office, the type of health coverage, etc... | aiment-toujours-leursysteme-desante-15-04-2015-1921259_57.php  
http://www.sante.gouv.fr/  
http://www.drees.santes.gouv.fr/le-barometre-d-opinion-de-la-drees,11136.html | L’assurance Complémentaire  
Carte Vitale  
Remplir la questionnaire |
| 7.1.NH.A.5 | Demonstrate comprehension of short conversations and brief written messages on familiar topics. | Proposal  
Develop and present a proposal on health care reform, addressing critical points on how your proposal will improve health care and how it will affect the population. | HuffingtonPost  
http://www.huffingtonpost.com/nake-m-kamrany/obamacare-vs-the-french-h_b_4573596.html | |
| 7.1.NM.B.3 | Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. | Role Play  
Develop, write and act out a dialogue in a doctor’s office. Include in your | Discovering French Rouge (DFR) Unité 7  
Textbook: p. 262-263  
Textbook: p. 264-281  
CD 7: Tracks 1-4  
Workbook: p.145-146  
DVD: Unité 7- Vignette | |
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</table>
| 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with target culture(s). | dialogue the reasons for the visit, the ailment, and solution. | **Questionnaire médical**
Complete a medical form in French and compare it with a partner’s form. Identify and define new vocabulary.  
**Centers**
Create centers in class for various doctors’ offices, i.e. medical, dentist, etc…  
At each center, students in groups of three will conduct appropriate doctor’s office visit dialogues as patient, nurse, and doctor. | Culturelle  
CD 7: Tracks 9-13  
Workbook: p. 148-150  
**Le Point du Flé - La vie quotidienne- Chez le médecin**  
http://www.lepointdufle.net/viequotidienne.htm  
**Chez le médecin**  
https://www.youtube.com/watch?v=0xv_5Pqd89w&feature=youtu.be  
**La consultation chez le médecin**  
http://www.bonjourdefrance.com/n7/a11.htm  
**French health care system**  
http://www.french-property.com/guides/france/public-services/health/system- |
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<tbody>
<tr>
<td></td>
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<td></td>
<td>overview/</td>
<td>The Healthcare System in France - video</td>
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<tr>
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<td></td>
<td><a href="https://www.youtube.com/watch?v=_yF69KVbUaQ">https://www.youtube.com/watch?v=_yF69KVbUaQ</a></td>
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<td>Ameli.fr - La carte vitale</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>Questionnaire médical</td>
</tr>
</tbody>
</table>
## Unit 1 Vocabulary

### Les verbes

- se réveiller
- se lever
- se laver
- s'habiller
- se promener
- se reposer
- se coucher
- se brosser
- se coiffer
- se peigner
- se sécher
- s'amuser
- s'arrêter
- se dépêcher
- prendre une douche
- être malade
- avoir mal à la tête
- avoir mal au ventre
- avoir mal au dos
- consulter
- remplir des formes

### Vocabulaire

- un peigne
- une brosse à cheveux
- une brosse à dents
- le dentifrice
- le savon
- le rouge à lèvres
- le rasoir
- le shampooing
- le maquillage
- une serviette de bain
- un sèche-cheveux
- le maquillage
- l’hygiène
- la santé
- un rendez-vous
- un patient/une patiente
- un malade/une malade
- une maladie
- une consultation
- un médecin/un docteur
- le médecin de famille
- un infirmier/une infirmière
- un oculiste/une oculiste
- un dentiste/une dentiste

### Révision

- L'heure
- Les couleurs
- Les vêtements
- La nourriture

### La conjugaison

- Le présent
- Le passé composé

### Un pharmacien/une pharmacienne
- un spécialiste/une spécialiste
- un allergologue/une allergologue
- un obstétricien/une obstétricienne
- un vétérinaire/une vétérinaire
- la date de naissance
- l’assurance maladie
- les formes

### un peigne
- une brosse à cheveux
- une brosse à dents
- le dentifrice
- le savon
- le rouge à lèvres
- le rasoir
- le shampooing
- le maquillage
- une serviette de bain
- un sèche-cheveux
- le maquillage
- l’hygiène
- la santé
- un rendez-vous
- un patient/une patiente
- un malade/une malade
- une maladie
- une consultation
- un médecin/un docteur
- le médecin de famille
- un infirmier/une infirmière
- un oculiste/une oculiste
- un dentiste/une dentiste
# Unit Project (Choose 1)

<table>
<thead>
<tr>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create a PPT addressing the health care system in France and the United States. Present your PPT to the whole group and provide a Q and A time. Students are expected to answer the questions posed to the best of their ability in the target language.</td>
<td>2. You were hired by a medical group to create a brochure/pamphlet that represents the group. Create and present your brochure to the whole group. Provide Rubric</td>
</tr>
</tbody>
</table>

Provide Rubric