

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

Unit 1	L'hygiène, la santé et les routines quotidiennes	4 weeks
Unit 2	La nourriture	5 weeks
Unit 3	La famille	6 weeks
Unit 4	L'avenir	6 weeks
Unit 5	La France et ses régions	5 weeks
Unit 6	Les arts: le cinéma, le théâtre, et la télévision	5 weeks
Unit 7	Le gouvernement Français	4 weeks

Educational Technology

Standards

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

➤ **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:

9.1.8.A.1, 9.1.8.A.2, 9.1.8.B.1, 9.1.8.C.1, 9.1.8.C.2, 9.1.8.C.3, 9.1.8.D.2, 9.1.8.D.3, 9.3.8.B.3

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

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

Enrichment

Accommodate Based on Students individual Needs: Strategies

- Adaption 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
New Jersey Core Curriculum Content Standards (NJCCCS): 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		
ACTFL Modes of Communication: <ul style="list-style-type: none"> • Interpersonal • Interpretive • Presentational 		

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
Describe and explain your daily routine including activities and time. 7.1.NH.C.3 Describe in writing people and things from the home and school environment.	<ul style="list-style-type: none"> • What are daily routine? • How long does it take to be ready? • Is breakfast important as part of the morning routine? 	<u>Comparison Report</u> 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=5B8zBIBVnD4 https://www.youtube.com/watch?v=wnHEuH8vWMI Les activités du petit Éric https://www.youtube.com/w	The WC The Bidet Separation of toilet and bathroom Public restrooms The meaning of “faire sa toilette”

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.B.2</p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>		<p><u>Survey</u></p> <p>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.</p> <p><u>Graph</u></p> <p>Based on the previously conducted survey, create a graph to show the results of your survey.</p>	<p>atch?v=TCJHo56nC6E</p> <p>Languageguide.org - Vocabulaire</p> <p>http://www.languageguide.org/french/vocabulary/bathroom/</p> <p>Bonjour de France - la vie quotidienne</p> <p>http://www.bonjourdefrance.com/exercices/14/comprehension/la-vie-quotidienne/index.html</p> <p>Discovering French Blanc (DFB)</p> <p>DVD and CD modules</p>	
<p>Identify aspects of good hygiene in France and in the United States including culturally accepted habits and challenges.</p>	<ul style="list-style-type: none"> • Why is it essential to keep good hygiene? • Do French shower every day? • What are the consequences of poor 	<p><u>Journal Entry</u></p> <p>Write a journal entry explaining the importance of keeping good hygiene as well as identifying consequences of keeping</p>	<p>Huffpost</p> <p>http://www.huffingtonpost.fr/2012/10/15/etude-francais-hygiene_n_1967536.html</p> <p>BVA</p>	<p>Physical cleanliness</p> <p>Passer la douche</p> <p>Les poux</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.A.6 Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>	<p>hygiene?</p>	<p>bad hygiene.</p> <p><u>Reading Comprehension</u></p> <p>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.</p>	<p>http://www.bva.fr/fr/sondages/barometre_politique/les_habitudes_d_hygiene_des_francais.html</p> <p>L’hygiène</p> <p>http://www.ajaccio.fr/L-Hygiene-Corporelle_a215.html</p> <p>UNICEF- L’importance de l’hygiène</p> <p>http://www.unicef.org/french/wash/index_hygiene.html</p> <p>L’hygiène corporelle</p> <p>http://www.lhygiene-corporelle.sitew.com/#Accueil.A</p> <p>Les poux, c’est pas tabou!</p> <p>http://www.paranix.eu/sites/default/files/livret_paranix_adultevDEF_WEBseul.pdf</p>	
<p>Analyze and discuss the health care system in France and the United States including</p>	<ul style="list-style-type: none"> • How is the health care system in France? • How much does a doctor’s visit cost in 	<p><u>Venn Diagram</u></p> <p>Compare and contrast French Health care System</p>	<p>LePoint.fr</p> <p>http://www.lepoint.fr/editos-du-point/anne-jeanblanc/les-francais-</p>	<p>Public and Private health care</p> <p>L’ Assurance Maladie</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>advantages and disadvantages of the program.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NM.B.3 Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p> <p>7.1.NH.B.4 Ask and respond to questions, make requests, and express preferences in various social situations.</p>	<p>France? and in the United States?</p> <ul style="list-style-type: none"> Do you go for your yearly physical exams? Does the United States have the best health care program? 	<p>to that of the United States.</p> <p><u>Journal Entry</u> 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...</p> <p><u>Proposal</u> 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.</p> <p><u>Role Play</u> Develop, write and act out a dialogue in a doctor’s office. Include in your</p>	<p>aient-toujours-leur-systeme-de-sante-15-04-2015-1921259_57.php</p> <p>http://www.sante.gouv.fr/</p> <p>http://www.drees.sante.gouv.fr/le-barometre-d-opinion-de-la-drees,11136.html</p> <p>HuffingtonPost http://www.huffingtonpost.com/nake-m-kamrany/obamacare-vs-the-french-h_b_4573596.html</p> <p>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</p>	<p>L’assurance Complémentaire Carte Vitale Remplir la questionnaire</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NH.A.3</p> <p>Recognize some common gestures and cultural practices associated with target culture(s).</p>		<p>dialogue the reasons for the visit, the ailment, and solution.</p> <p><u>Questionnaire médical</u></p> <p>Complete a medical form in French and compare it with a partner's form. Identify and define new vocabulary.</p> <p><u>Centers</u></p> <p>Create centers in class for various doctors' offices, i.e. medical, dentist, etc...</p> <p>At each center, students in groups of three will conduct appropriate doctor's office visit dialogues as patient, nurse, and doctor.</p>	<p>Culturelle</p> <p>CD 7: Tracks 9-13</p> <p>Workbook: p. 148-150</p> <p>Le Point du Flé - La vie quotidienne- Chez le médecin</p> <p>http://www.lepointdufle.net/viequotidienne.htm</p> <p>http://www.fabgerard.com/F2/cont/3/voyage/voca_med.htm</p> <p>Chez le médecin</p> <p>https://www.youtube.com/watch?v=0xv_5Pqd89w&feature=youtu.be</p> <p>La consultation chez le médecin</p> <p>http://www.bonjourdefrance.com/n7/a11.htm</p> <p>French health care system</p> <p>http://www.french-property.com/guides/france/public-services/health/system-</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
			<p><u>overview/</u></p> <p>The Healthcare System in France- video</p> <p><u>https://www.youtube.com/watch?v=yF69KVbUaQ</u></p> <p>Ameli.fr - La carte vitale</p> <p><u>http://www.ameli.fr/assures/soins-et-remboursements/comment-etre-rembourse/la-carte-vitale/la-nouvelle-carte-vitale.php</u></p> <p>Questionnaire médical</p> <p><u>http://www.irdes.fr/recherche/enquetes/esps-enquete-sur-la-sante-et-la-protection-sociale/questionnaires/2004/sante-soins-medicaux.pdf</u></p> <p><u>http://www.drlucducharme.com/Question_fr.pdf</u></p>	

Unit 1 Vocabulary

<p><u>Les verbes</u></p> <p>se réveiller se lever se laver s'habiller se promener se reposer se coucher se brosser se coiffer se peigner se sécher se maquiller se raser 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</p>	<p><u>Vocabulaire</u></p> <p>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</p>	<p>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</p> <p><u>Révision</u></p> <p>L'heure Les couleurs Les vêtements La nourriture</p> <p><u>La conjugaison</u></p> <p>Le présent Le passé composé</p>
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Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>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.</p> <p>Provide Rubric</p>	<p>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.</p> <p>Provide Rubric</p>