

World Languages Curriculum



French III: Unit Two

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

- **Healthy eating habits may vary across cultures**
- **Purchasing certain foods in specialty store is common practice in France**
- **Foods including recipes that are culture specific**
- **The culture of Café as part of teenagers’ lives**

Grade: 6-12	Unit: Two	Topic: La nourriture
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NH.A.1, 7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4		
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
Identify, ask for and describe food and beverage items, including table setting, meals and mealtime in the French culture. 7.1.NH.C.3 Describe in writing people and things from the home	<ul style="list-style-type: none"> • What do the French eat? • Where do the French eat? and the Americans? • What are typical French foods present in the United States? • What are table manners? • Do you follow table 	<u>Journal</u> Write a journal entry of what you ate on the weekend: include Friday, Saturday and Sunday, all three meals and snacks. Read aloud your journal entry to your partner.	La Cuisine http://sites.middlebury.edu/french-lexique/la-cuisine/ Cheese http://about-france.com/cheese.htm	Authentic French cuisine Cheese Culture: varieties and categories

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>and school environment.</p> <p>7.1.NH.C.2</p> <p>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.A.5</p> <p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>	<p>setting guides?</p>	<p><u>Healthy Eating</u></p> <p>Create a health conscious menu for one week. Include foods from all groups and liquids. Specify if items are grilled, broiled, etc...</p> <p><u>Compare/Contrast</u></p> <p>Compare and contrast the food plate with the food stairs. Discuss with a partner your observations and then share with the whole group.</p> <p><u>Personal Pyramid</u></p> <p>Create your own personal food pyramid, plate or stairs, indicating what you consume on a regular basis. Share it with a partner and have them critique and make suggestions on how to improve your intake and have a more balanced diet.</p>	<p>Les fromages</p> <p>http://androuet.com/fromage-france-89-cheese-guide.html</p> <p>Le point du flé-</p> <p>http://www.lepointdufle.net/p/vocabulaire.htm#cu</p> <p>Vocabulaire- Les aliments</p> <p>http://www.lepointdufle.net/p/vocabulaire.htm#ve</p> <p>Table Setting</p> <p>http://www.emilypost.com/able-manners-sub-menu</p> <p>Discovering French Blanc (DFB): Unité 3 - Bon appétit!</p> <p>DVD: Disk 1, CD 2: Tracks 11, 12, 13, 14, 15,16,17, 18, 19, 20, 21 CD 8: Tracks 7-12, 13-18, 19-24 CD 17: Track 1, 2, 3, 4, 5-9 Textbook: p. 196-197</p>	

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			Food plate http://www.choosemyplate.gov/	
<p>Identify, define and describe stores where food is purchased including specialty food stores.</p> <p>7.1.NH.A.1</p> <p>Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.NH.A.5</p> <p>Demonstrate comprehension of short conversations and brief written messages on</p>	<ul style="list-style-type: none"> • How often do you go food shopping? • Where do you buy your food? vegetables/fruits? meat? breads? 	<p><u>Video</u></p> <p>Watch Lesson 10 video “Au Supermarché” and discuss with a partner the scene. You may also follow the questions suggested in the textbook.</p> <p><u>Survey</u></p> <p>Students take a survey on where various items are purchased: supermarket, vegetable market, meat market, etc...</p> <p>Compare your findings with a partner.</p> <p><u>Poster</u></p> <p>Create an electronic poster on Glogstr of your favorite food store and/or supermarket.</p>	<p>Discovering French Blanc (DFB): Unité 3 - Bon appétit!</p> <p>Textbook: p.152-153 p. 164-165 p. 176-177</p> <p>Au marché</p> <p>https://www.youtube.com/watch?v=r9HSLtYDRDg</p> <p>À la boulangerie</p> <p>https://www.youtube.com/watch?v=5jKe_GHBg7o</p> <p>La charcuterie Chez Charly</p> <p>https://www.youtube.com/watch?v=HcUDg7t3a7I</p> <p>La pâtisserie Fauchon-</p>	<p>Specialty Stores</p> <p>Weighing and pricing of fruits and vegetables in supermarkets.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>familiar topics.</p> <p>7.1.NH.C.2</p> <p>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>		<p><u>Guessing Game</u></p> <p>Provide various descriptions of specialty foods and have students guess where it could be purchased.</p>	<p>Paris</p> <p>https://www.youtube.com/watch?v=_rm0WWaoprY</p>	
<p>Demonstrate comprehension and follow directions on making authentic French foods, including measurements, product knowledge and label reading.</p> <p>7.1.NH.A.2</p> <p>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p>	<ul style="list-style-type: none"> • What are typical authentic dishes prepared and consumed in your household? • Who are the most famous chefs in the United States? and in France? 	<p><u>Reading a recipe</u></p> <p>1. In pairs, students read the recipe from the textbook. Define new vocabulary words, identify the ingredients, and compare it to an American food.</p> <p>2. Students can do this activity in groups with different recipes distributed to them in French.</p>	<p>Discovering French Blanc (DFB): Unité 3 - Bon appétit!</p> <p>Textbook: 192-193</p> <p>Recipes</p> <p>http://www.marmiton.org/magazine/diaporamiam_cuisine-francaise-65-recettes-traditionnelles_1.aspx</p> <p>More recipes</p> <p>http://cuisine.journaldesfem</p>	<p>Measurements: Kilo and Livre</p>

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<p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.B.5 Converse on a variety of familiar topics and/or topics studied in other content areas.</p>		<p><u>La recette</u> Write the directions of a recipe in French created by a famous chef. Include the ingredients and measurements according to the French metric system.</p> <p><u>Video</u> Watch the video “la gastronomie française”. In groups, students discuss the foods from various regions and create a list per region. Groups share their lists and compare.</p>	<p>mes.com/recette-france</p> <p>La gastronomie française https://www.youtube.com/watch?v=f8gV1FcvAik</p> <p>Metric Conversion http://www.metric-conversions.org/weight-conversion-table.htm</p>	
<p>Request, order and ask for the check in a café or a restaurant setting in the target culture using euros.</p> <p>7.1.NH.B.4</p>	<ul style="list-style-type: none"> • Do you go to restaurants? cafés? • What do French teens order in a cafe? and American teens? • What are some cultural 	<p><u>Role Play</u> In groups of three, one student plays the role of the waiter; the other two play the role of the clients. Order something to eat and something to drink, ask for</p>	<p>Discovering French Blanc (DFB): Unité 3 - Bon appétit! DVD: Disk 1, leçon 12 Textbook: p. 172-173 Histoire de chien</p>	<p>Culturally, French use “je prends” (I take) when ordering. Le pourboire: 15% gratuity is added to the check. Cultural expressions that</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p>7.1.NH.C.2</p> <p>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p>7.1.NH.C.4</p> <p>Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<p>expressions used in the United States? and in your own culture?</p>	<p>the check, and leave the proper tip reverse roles.</p> <p><u>Reading Comprehension</u></p> <p>Have students read Histoire de chien. With a partner, discuss the scene and decide on true/false statements. report back to the whole group.</p> <p><u>Cultural Awareness</u></p> <p><u>Lecture:think/pair/share</u></p> <p>Students read Nourriture et Langue from textbook and guess the meaning of the cultural expressions. Students pair up with a partner and share their answers. Teacher will confirm with the whole group.</p> <p><u>Menu</u></p> <p>Create and design an authentic menu, including food and beverage items and prices in euros.</p>	<p>Discovering French Blanc (DFB): Unité 3 - Bon appétit! Nourriture et Langue</p> <p>Textbook: p. 182-183</p> <p>Monetary Conversion</p> <p>http://www.xe.com/currencyconverter/convert/?From=EUR&To=USD</p>	<p>have alternate meanings</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p><u>Plan a date</u></p> <p>You'd like to take someone special on a date. Plan the evening by selecting your favorite restaurant and calculate in euros the amount of money you would need based on the menu and prices of your selected restaurant.</p>		

Unit 2 Vocabulary

<p><u>Les nourritures</u> Un croissant Un sandwich Un sandwich au jambon Un sandwich au fromage Un steak Un steak-frites Un hamburger Un hot dog Une salade Une salade verte Une salade de tomates Une tartine Une pizza Une omelette Une crêpe Une glace Une glace à la vanille Une glace au chocolat Une tarte Un gâteau Un éclair Une boisson Une recette Un yaourt Le fromage Le jambon Le saucisson</p>	<p><u>Les repas</u> Le petit déjeuner Le déjeuner Le dîner Le dessert Le plat principal Le casse-croûte</p> <p><u>Les verbes</u> Prendre le petit déjeuner Déjeuner Dîner Goûter Manger Détester Séparer Avoir faim Avoir soif Mettre la table Acheter Donner Acheter Emporter Servir Se servir Boire Suivre Choisir</p>	<p><u>Les fruits et le légumes</u> Une orange Une banane Une pomme Une poire Une fraise Une framboise Une pêche Une cerise Un abricot Un ananas Un citron Un melon Un pamplemousse Une tomate Un concombre Une carotte Une aubergine Une pomme de terre Un poivron Un avocat Un chou-fleur Des petits pois Des haricots verts Des épinards</p>	<p><u>Les boissons</u> L'eau L'eau minérale L'eau gazeuse Le lait Le jus d'orange Le jus de pomme Le jus de raisin Le jus de tomate Le soda La limonade Le café Le thé Le thé glacé Le chocolat Un citron pressé Une orange pressée Un diabolo menthe Un diabolo fraise</p> <p><u>Les expressions de quantité</u> Une livre (de) Un kilo (de) Une douzaine (de) Un litre Une boîte Un morceau</p>	<p><u>Les marchands spécialisés</u> La boulangerie/ le boulanger L'épicerie/l'épicier La charcuterie/ le charcutier La pâtisserie/le pâtissier La boucherie/le boucher La crèmerie Le supermarché Le marché en plein air</p> <p><u>Révision</u> Les couleurs Les adjectifs L'argent Les expressions pour commander et recevoir le compte Autres expressions utiles</p>
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Les œufs	<p><u>Pour le déjeuner et le dîner</u></p> <p>Les hors-d'œuvre La soupe La salade Le fromage Le yaourt Le jambon Le saucisson Le poisson La sole Le thon La viande Le rosbif Le poulet Le veau Le riz Les spaghetti Les frites</p>	<p><u>Les condiments</u></p> <p>Le sucre Le sel Le poivre La moutarde Le ketchup La mayonnaise Le sirop Le miel La crème</p>	<p>Un pot Une tranche Un paquet Un sac Une livre Assez de Beaucoup de Trop de Peu de Un peu de Combien de</p>	
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Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Students document their step by step cooking an authentic French meal or a meal of their choice through a video. Directions, measurements, and ingredients should be provided in the target language. Explanation of the preparation is also included in the video in the target language. Time needed for preparation and cooking must be added as well as the final product. Students are encouraged to bring in their final product to share with the whole group, the day of the presentation.</p> <p>Provide Rubric</p>	<p>2. In groups of three, students create and write authentic dialogues and design menus in French. Students act out their skits, record it, and present the video in class. Scenes, settings and props must be appropriate to that of a café or a restaurant scene. All skits must have a server and two patrons.</p> <p>Provide Rubric</p>