

# World Languages Curriculum



## **French III: Unit Three**

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

## 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**

- Living arrangements are a sign of financial stability
- Family and cultural values are an integral part of family life
- Facing and overcoming social challenges in raising children
- Evaluating and defining family relationships and the impact on individual lives
- Definitions and expressions of love differ among time periods and across cultures

|   |                    |                          |
|---|--------------------|--------------------------|
| <b>Grade: 6-12</b>  | <b>Unit: Three</b> | <b>Topic: La famille</b> |
| <b>New Jersey Core Curriculum Content Standards (NJCCCS):</b><br>7.1.NH.A.3, 7.1.NH.A.5, 7.1.NH.A.6, 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 |                    |                          |
| <b>ACTFL Modes of Communication:</b> <ul style="list-style-type: none"> <li>• Interpersonal</li> <li>• Interpretive</li> <li>• Presentational</li> </ul>        |                    |                          |

| NJDOE Student Learning Objectives  | Essential Question  | Sample Activities  | Resources   | Cultural Products, Practices, and Perspectives |
|--|---|--|---|--|
| Students describe orally and in writing their living quarters including their plans for future living spaces.<br><b>7.1.NH.B.4</b> | <ul style="list-style-type: none"> <li>• How do you define home?</li> </ul> | <b><u>Compare/Contrast</u></b><br>Compare and contrast city living arrangements in France and the United States. Discuss the pros and cons with your partner and | <b>Habitat et cadre de vie</b><br><a href="http://sites.middlebury.edu/french-lexique/habitat-et-cadre-de-vie/">http://sites.middlebury.edu/french-lexique/habitat-et-cadre-de-vie/</a> | City living vs. country living                 |

| 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><b>7.1.NH.B.5</b></p> <p>Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.3</b></p> <p>Describe in writing people and things from the home and school environment.</p> <p><b>7.1.NH.C.2</b></p> <p>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> |                    | <p>then with the whole group.</p> <p><b><u>Real Estate</u></b></p> <p>In groups of three, one student as a real estate agent and the other two as buyers, have students describe the type of house/apartment they are interested in buying/renting, and the real estate agent asking them questions to be able to find their dream home.</p> <p><b><u>Journal Entry</u></b></p> <p>In your journal, write a page describing your home, including location, size, number of rooms, number of bathrooms, garage, yard, and who you live with. Read aloud to your partner.</p> <p><b><u>Glogstr</u></b></p> <p>You want to sell your home. Create an electronic poster on Glogstr including headline and key terms to</p> | <p><b>Discovering French Rouge (DFR) Unité 8</b></p> <p>Textbook: p. 312-319</p> <p>CD 9: Tracks 1-5</p> <p style="padding-left: 40px;">Tracks 6-7</p> <p>Workbook: p. 153-156</p> | <p>Types of dwellings</p>                      |

| NJDOE Student Learning Objectives   | Essential Question  | Sample Activities   | Resources   | Cultural Products, Practices, and Perspectives                                       |
|---|---|---|---|--|
|   |   | make it more attractive.  |   |  |
| <p>Students discuss and demonstrate knowledge about family members, relationships and cultural traditions and differences.</p> <p><b>7.1.NH.C.2</b><br/>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p><b>7.1.NH.C.3</b><br/>Describe in writing people and things from the home and school environment.</p> <p><b>7.1.NH.B.5</b><br/>Converse on a variety of familiar topics and/or topics studied in other</p> | <ul style="list-style-type: none"> <li>• How does the concept of “family” vary among different cultures?</li> <li>• How do you describe your family?</li> <li>• How do you describe yourself in relations with your upbringing and your family/culture?</li> <li>• How does the concept of “pets” different across cultures?</li> <li>• How do family traditions differ across cultures? and how does that define us as individuals?</li> </ul> | <p><b><u>Compare/Contrast</u></b><br/>Compare and contrast French and American families (or your own family). Write a one-page essay and then share it with a partner.</p> <p><b><u>Expressions/Journals</u></b><br/>In your journal, write and express your feelings towards a friend or a relationship and describe the type of relationship you share i.e. friend, parent, relative, sibling, girlfriend/boyfriend, etc...</p> <p><b><u>Photo Talk</u></b><br/>Students will randomly select a family photo and be asked to describe and talk about it in French. Students may also bring in their own</p> | <p><b>Discovering French Blanc (DFB)</b><br/>Textbook: p. 34-35<br/>CD 1: Track 5<br/>Supplementary Vocabulary in Teacher’s Edition</p> <p><b>Discovering French Rouge (DFR) Unité 9</b><br/>Textbook: p. 344-355<br/>CD 10: Tracks 1-5<br/>Workbook: p. 159-162</p> <p><b>Makebeliefscomix</b><br/><a href="http://www.makebeliefscomix.com/">http://www.makebeliefscomix.com/</a></p> | <p>In France, everyone related to you by blood or marriage is considered family.</p> |

| NJDOE Student Learning Objectives  | Essential Question   | Sample Activities  | Resources   | Cultural Products, Practices, and Perspectives  |
|--|--|--|---|---|
| content areas.   |  | <p>photos for this exercise.</p> <p><b><u>Comic</u></b></p> <p>Using <a href="http://makebeliefscomix.com">makebeliefscomix.com</a>, create a comic showing the protocol and appropriate manners for addressing relatives in France and in the United States.</p>  |   |   |
| <p>Students describe and discuss living arrangements and family responsibilities.</p> <p><b>7.1.NH.A.3</b></p> <p>Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.NH.B.5</b></p> <p>Converse on a variety of familiar topics and/or topics studied in other</p> | <ul style="list-style-type: none"> <li>• How do you define traditional living arrangements?</li> <li>• Who contributes to the household expenses?</li> <li>• How does culture define the chores around the house?</li> </ul> | <p><b><u>Research</u></b></p> <p>Research living arrangements in France and one other french-speaking country. Analyze and discuss with your partner your findings, comparing and contrasting your information.</p> <p><b><u>Dialogues</u></b></p> <p>Students conduct unrehearsed dialogues about their responsibilities and chores around the house.</p> | <p><b>World Atlas- French speaking countries</b></p> <p><a href="http://www.worldatlas.com/french.htm">http://www.worldatlas.com/french.htm</a></p> | <p>Living arrangements and contributions to expenses vary in the francophone world.</p> |

| NJDOE Student Learning Objectives  | Essential Question  | Sample Activities  | Resources  | Cultural Products, Practices, and Perspectives  |
|--|---|--|--|---|
| content areas.   |   | They state likes, dislikes and preferences.  |  |   |
| <p>Students discuss, explain and evaluate various relationships including dating, marriage, single parenting and social challenges in raising children.</p> <p><b>7.1.NH.A.3</b><br/>Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.NH.A.5</b><br/>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> | <ul style="list-style-type: none"> <li>• What are relationships?</li> <li>• How do personal and professional relationships differ across cultures?</li> <li>• Is there an appropriate age for dating?</li> <li>• Where do you see yourself in the future?</li> <li>• Does a newly wed change their name legally to that of their spouse in France? other francophone countries? and in your culture?</li> </ul> | <p><b><u>Personal ads</u></b><br/>Provide students with various personal ads that are age and level appropriate. Divide students into groups, and have them find someone compatible based on their ads. Once students find their match, students pair up to discuss similarities and then report back to the whole group.</p> <p><b><u>Speed Dating Game</u></b><br/>Play the three minutes dating game where students move from one station to another to converse with their date and find out as much as possible about them in the allocated time. All conversations are</p> | <p><b>Les petites annonces personnelles</b><br/><a href="http://www.topannonces.fr/annonces-rencontre-amicale-u297.html">http://www.topannonces.fr/annonces-rencontre-amicale-u297.html</a></p> <p><b>Discovering French Blanc (DFB)</b><br/>Textbook: p.224-225<br/>Le courrier du coeur</p> <p><b>Discovering French Rouge (DFR)</b><br/>Textbook: p. 360-361<br/>CD 10: Track 9-12<br/>Workbook: p. 163-164</p> | <p>Les mères célibataires<br/>Civil unions and partnership<br/>Civil vs. religious marriage</p> <p>By law, a French worker may take a four-day paid vacation when he/she gets married.</p> <p>Legally, each spouse keeps his/her own name. The wife may take the husband's last name, or husband and wife may adapt both their names by joining them with a hyphen.</p> |

| NJDOE Student Learning Objectives   | Essential Question | Sample Activities   | Resources  | Cultural Products, Practices, and Perspectives |
|---|--------------------|---|--|--|
| <p><b>7.1.NH.B.4</b><br/>Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.B.5</b><br/>Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.2</b><br/>Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p> <p><b>7.1.NH.C.4</b><br/>Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NH.A.6</b></p> |                    | <p>conducted in French.</p> <p><b><u>Prediction</u></b><br/>Have students predict their future and write s one-page description of their lives. Their prediction should include as much vocabulary possible from p.360.</p> <p><b><u>Interpretation</u></b><br/>Select a French song for students to listen to in class. Play the song twice and then have students write their interpretation of the song. Provide lyrics to the song, and play the song a third time. Pair students to discuss the meaning and report back to the whole group, including their initial interpretation and after receiving the lyrics.</p> <p><b><u>Song</u></b><br/>Create and write your own song lyrics in French about</p> | <p><b>Chansons</b><br/>Jean-Jacques Goldman- Elle a fait un bébé toute seule<br/><a href="https://www.youtube.com/watch?v=rxCHg7BCUmE">https://www.youtube.com/watch?v=rxCHg7BCUmE</a></p> <p>Patricia Kaas- Mon mec à moi<br/><a href="https://www.youtube.com/watch?v=4zgB1Jfpjdw">https://www.youtube.com/watch?v=4zgB1Jfpjdw</a></p> <p>Chab Khaled- Aïcha<br/><a href="https://www.youtube.com/watch?v=RvK19xgAxSU">https://www.youtube.com/watch?v=RvK19xgAxSU</a></p> <p><b>Jukebox</b><br/><a href="http://www.jukebox.f">http://www.jukebox.f</a></p> |  |

| NJDOE Student Learning Objectives  | Essential Question | Sample Activities   | Resources   | Cultural Products, Practices, and Perspectives |
|--|--------------------|---|---|--|
| <p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> |                    | <p>a relationship.</p> <p><b><u>Reading Comprehension</u></b></p> <p>In groups of three or four, assign a section of “Le mariage en France” per group. Students read, define new vocabulary, discuss the content and report back to the whole group in order of sections.</p> <p><b><u>Social Challenges</u></b></p> <p>Research and analyze challenges faced by one of the following:</p> <ul style="list-style-type: none"> <li>● nuclear families</li> <li>● blended families</li> <li>● extended families</li> <li>● single parenting</li> <li>● same sex parenting</li> </ul> <p>Write a one page essay in French addressing the challenges, including impact on the educational outcome</p> | <p><b>Discovering French Rouge (DFR)</b></p> <p>Textbook: p. 358-359</p> <p>Le mariage en France</p> <p><b>Le mariage et l’union</b></p> <p><a href="http://sites.middlebury.edu/french-lexique/le-mariage-lunion-et-la-famille/">http://sites.middlebury.edu/french-lexique/le-mariage-lunion-et-la-famille/</a></p> |  |

| <b>NJDOE Student Learning Objectives</b> | <b>Essential Question</b> | <b>Sample Activities</b>  | <b>Resources</b> | <b>Cultural Products, Practices, and Perspectives</b> |
|--|---------------------------|---|------------------|---|
|  |                           | <p>on children and then discuss it with your partner.<br/>                     Students share some of their analyses with the whole group as a class discussion..</p> |                  |   |



## Unit 3 Vocabulary

### Vocabulaire

la famille  
 les parents  
 les grands-parents  
 le grand-père  
 la grand-mère  
 un père  
 une mère  
 les petits-enfants  
 un petit-fils  
 une petite-fille  
 un bébé  
 un enfant  
 un fils  
 une fille  
 les jumeaux  
 un jumeau  
 une jumelle  
 un frère  
 un frère aîné  
 un frère cadet  
 une sœur  
 une soeur aînée  
 une soeur cadette  
 un beau-frère  
 une belle-soeur

un mari  
 une femme  
 un oncle  
 une tante  
 un cousin  
 une cousine  
 un neveu  
 une nièce  
 un fiancé  
 une fiancée  
 un beau -père  
 une belle-mère  
 un mariage  
 un marié  
 une mariée  
 un enfant unique  
 un fils unique  
 une fille unique  
 un demi-frère  
 une demi-sœur  
 un célibataire  
 un divorcé  
 une divorcée  
 séparé, séparée  
 un veuf  
 une veuve  
 un adopté  
 une adoptée

### Les verbes

Avoir  
 Être

### Révision

Les adjectifs  
 L'âge  
 Les activités  
 Les descriptions  
 La ville

## Unit Project (Choose 1)

| <b>Project (Suggested)</b>   | <b>Project (Suggested)</b>   |
|--|--|
| <p>1. Create a photo album or family tree. Include 10 to 12 family members and provide detailed information. Present to the whole group. Allow students to select the members of their choosing to include in their album or tree. Students also have a choice of creating an on line album or physical album; for the family tree, students have a choice of poster, PPT, and/or video.</p> <p>Provide Rubric</p> | <p>2. Plan a family milestone celebration: wedding, baptism, sweet 16, or any other celebration from your culture. Include in your plans the venue, the number of guests, cost, menu, decorations, cost of dress/suit, cultural observance, special themes, etc... and any other detail that you would like to make this</p> <p>Provide Rubric</p> |