

# World Languages Curriculum



## **French III: Unit Four** **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**

- **School systems in all countries are important for the education of a nation**
- **High Schools prepare all students for college and career**
- **Successfully passing assessments determine the future of students**

<b>Grade: 6-12</b>	<b>Unit: Four</b>	<b>Topic: L’avenir</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> <b>7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5</b>		
<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
Understand, share ideas/opinions and discuss your views on the French and American school system including number of years in High School. <b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on	<ul style="list-style-type: none"> <li>• How does education impact one’s life and choices?</li> <li>• How many years is High School in France?</li> <li>• How does that the length of school days/ school year define the contents covered?</li> <li>• What is the importance</li> </ul>	<b><u>Venn Diagram</u></b> Compare and contrast French and American High Schools, including courses, number of school days, number of years, required state assessments, etc...  <b><u>Think/Pair/Share</u></b> Think of your school/state graduation requirements and	<b>Discovering French Blanc (DFB)</b> Textbook: p. 4-5 Faisons Connaissance Vocabulaire: p. 5 CD 1: Track 1 CD 6: Tracks 1, 2 Textbook: Lecture p.346-347	Le collège Le Lycée L’université Le brevet Le baccalauréat High School tracking program La carte nationale de

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<p>familiar topics.</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.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>of student identification cards?</p> <ul style="list-style-type: none"> <li>• What are graduation requirements in France? and in the United States?</li> </ul>	<p>that of France. Make a list, discuss it with your partner and then share with the whole group.</p> <p><b><u>Imovie</u></b></p> <p>Create an Imovie of a day from your school life and schedule, narrating your activities, class attendance, etc... in French.</p>	<p><b>Discovering French Bleu (DFB)</b></p> <p>Review</p> <p>Textbook: p.124-131</p> <p>DVD: Disk 1</p> <p><b>Discovering French Rouge (DFR) Unité 10</b></p> <p>Textbook: p.382-385</p> <p><b>Le brevet</b></p> <p><a href="http://www.education.gouv.fr/cid2619/le-diplome-national-du-brevet.html">http://www.education.gouv.fr/cid2619/le-diplome-national-du-brevet.html</a></p> <p><b>La carte nationale</b></p> <p><a href="http://www.education.gouv.fr/cid73165/questions-reponses.html#Carte_nationale_de_lyc%C3%A9en">http://www.education.gouv.fr/cid73165/questions-reponses.html#Carte_nationale de lycéen</a></p> <p><b>Le baccalauréat</b></p> <p><a href="http://www.education.gouv.fr/cid143/le-baccalaureat.html">http://www.education.gouv.fr/cid143/le-baccalaureat.html</a></p>	<p>lycéen</p>

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<p>Demonstrate comprehension of the French education system and discuss future paths you will follow post High School graduation.</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.A.4</b></p> <p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.C.3</b></p> <p>Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> <li>• How well does your High School prepare you to decide your future path?</li> <li>• What are your post-graduation options?</li> <li>• How does one's talents and interests influence a career choice?</li> </ul>	<p><b><u>Compare and Contrast</u></b></p> <p>Select a University in France and one in the US. Compare and contrast prices per credit, number of majors offered, campus living, cost of food and commute. Compare and discuss your findings with a partner.</p> <p><b><u>Video</u></b></p> <p>Watch the vidéo-drame: <i>Guillaume trouve un job</i> and have students identify ideas. Ask comprehension questions to guide students to discuss the contents of the video.</p> <p><b><u>Journal Entry</u></b></p> <p>Write a page in journal describing your future plans after High School. Read aloud to a partner and have him/her do the same.</p>	<p><b>Discovering French Rouge (DFR) Unité 10</b></p> <p>Textbook: p.386-393</p> <p>CD 11: Tracks 1-4</p> <p>Workbook: p. 165-166</p> <p>DVD: Vidéo-drame: <i>Guillaume trouve un job</i></p> <p><b>Après le bac</b></p> <p><a href="http://www.education.gouv.fr/cid24150/que-faire-apres-le-baccalaureat.html">http://www.education.gouv.fr/cid24150/que-faire-apres-le-baccalaureat.html</a></p> <p><b>L'alternance</b></p> <p><a href="http://oniseptv.onisep.fr/video/L-alternance">http://oniseptv.onisep.fr/video/L-alternance</a></p> <p><b>Les universités et les PRES</b></p> <p><a href="http://www.campusfrance.org/fr/page/les-universit%C3%A9s-et-les-pres">http://www.campusfrance.org/fr/page/les-universit%C3%A9s-et-les-pres</a></p>	<p><b><u>Les formations courtes</u></b></p> <ul style="list-style-type: none"> <li>• D.U.T</li> <li>• B.T.S</li> </ul> <p><b><u>Les formations longues</u></b></p> <ul style="list-style-type: none"> <li>• Universités</li> <li>• Écoles supérieures</li> </ul> <p><b><u>Les formation en alternance</u></b></p>

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		<p><b><u>Debate</u></b></p> <p>Divide the class into two groups: one pro and one con. Have each group discuss their point of view about the pros and cons of attending college after High School, and then have the two groups conduct a debate defending their argument in French of course.</p> <p><b><u>Think/Pair/Share</u></b></p> <p>List obstacles that can prevent you from attending the school of your choice. Share and discuss with a partner. Report back to the whole group.</p>		
<p>Develop and propose future academic and/or vocational plans to become a successful citizen in our global society.</p>	<p>How will you identify your choices after High School?</p>	<p><b><u>Survey</u></b></p> <p>Conduct a survey on what your peers would like to do/become in the future. Create a graph indicating professions and percentages.</p>	<p><b>Centre de formation d'apprentis (CFA)</b></p> <p><a href="http://www.education.gouv.fr/cid216/le-centre-de-formation-d-apprentis-c.f.a.html#Statut_et">http://www.education.gouv.fr/cid216/le-centre-de-formation-d-apprentis-c.f.a.html#Statut_et</a></p>	<p>Career choices</p>

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<p><b>7.1.NH.A.3</b> Recognize some common gestures and cultural practices associated with target culture(s).</p> <p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.5</b> Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>How do you define success?</p>	<p><b><u>Role play</u></b> You are embarking on a new adventure called study abroad. Research and plan your study abroad trip; include school and location, expenses, airfare and lodging (one semester), food, books, tuition, etc... In groups of three students, take turns to role play student and parents.</p> <p><b><u>Benefits of Trade School</u></b> You have decided that college is not for you. Explain and discuss the benefits of attending trade school with your partner and then with the whole group.</p> <p><b><u>Proposal</u></b> Develop a one page proposal for a partnership between your school and a company/association of your choice. In your</p>	<p>formation des apprentis</p> <p><b>Makebeliefscomix</b> <a href="http://www.makebeliefscomix.com/">http://www.makebeliefscomix.com/</a></p>	

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		<p>proposal, address the importance and benefits of this partnership to the students, and how it will guide and direct the students in their future plan. Present your proposal to the panel (whole group). Rubrics are needed for this activity. Q &amp; A time should also be included after each proposal.</p> <p><b><u>Comic</u></b></p> <p>Using <a href="http://makebeliefscomix.com">makebeliefscomix.com</a>, create a comic illustrating college/university admittance protocol in the United States.</p>		

## Unit 4 Vocabulary

<p><b><u>Vocabulaire</u></b>          Un étudiant          Une étudiante          Un lycée          Un lycée technique          Une matière          Un projet          Un diplôme          Le brevet          Le baccalauréat          La carte nationale          Les résultats          Les études          L'avenir          Une carrière          Une chance          La faculté          L'université          Les écoles supérieures          La note de recherche          Un rêve          Une expérience          Une licence          La note          La publicité          La recherche          La responsabilité          La terminale</p>	<p>Un client          Un métier          Un chômeur</p> <p><b><u>Les verbes</u></b>          Étudier          Espérer          Aimer          Se spécialiser          Penser          Chercher          Continuer          Écrire          Quitter          Gagner          Perfectionner          Rencontrer          Devenir          Choisir          Avoir l'intention de          Faire des études          Compter          Vouloir</p>	<p><b><u>Les métiers et les études</u></b>          Un médecin/ la médecine          Un comptable/ la comptabilité          Un homme d'affaires          Un infirmier/une infirmière/les études d'infirmier          Un ingénieur/ les études d'ingénieur          Un mécanicien/ la mécanique          Un plombier/une plombière/un apprenti plombier          Un pompier/ la formation des pompiers          Le tourisme/les études touristiques          Un artisan/l'artisanat          Un avocat/le droit          Le chômage (au chômage)          Le commerce/les études de commerce</p>
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## Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. Develop and create a PPT presentation describing your plans post High School graduation. Include in your presentation your interests, detailed plan that includes academic or vocational school of your choice, approximate costs, core and elective classes you will need, number of years to obtain your degree/certificate, etc...Add images of establishments and graphs/charts. Present to the whole group.</p> <p>Provide Rubric</p>	<p>2. Conduct a survey on French and American teens and their High School Post Graduation plans. Create an electronic poster on Glogstr indicating your findings on a chart or graph.</p> <p>Provide Rubric</p>