

World Languages Curriculum



French III: Unit Five

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

- Identifying cultural differences per region in the same country
- Unique celebrations and trademarks of each region.
- Attractions and activities according to region and climate

Grade: 6-12	Unit: Five	Topic: La France et ses régions
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.3, 7.1.NH.C.3, 7.1.NH.C.5		
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 and recognize France and its regions including geography, climate, language (dialects), and demographics. 7.1.NH.A.3	<ul style="list-style-type: none"> • How many regions are there in France? and French territories? • What makes each region unique? and each state? 	<p><u>Regions</u></p> Assign a region per student, have them research it with selected information provided by the teacher i.e. climate, geographical location, language/dialects, populations, etc...and then	<p>Les régions françaises</p> <p>http://www.france.fr/regions-et-metropoles/les-regions-francaises.html</p> <p>Carte de France</p>	22 régions en France métropolitaine 5 régions d’outre mer State identifiers

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Recognize some common gestures and cultural practices associated with target culture(s).</p> <p>7.1.NH.A.4</p> <p>Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p>7.1.NH.C.3</p> <p>Describe in writing people and things from the home and school environment.</p>		<p>have them present to the whole group.</p> <p><u>Geography Game</u></p> <p>Using the computer, have student play a geography game on “Régions de France” to identify the various regions on a map. You can also divide the class in two teams, and use a map. Reward the winning team.</p> <p><u>Video/Think/Pair/Share</u></p> <p>Watch a video on one of the regions in France via Douces Frances series available on youtube, and have students identify aspects discussed. Students share their findings with a partner and then report back to the whole group.</p>	<p>http://www.cartesfrance.fr/</p> <p>Jeux Géographiques</p> <p>http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Regions-de-France- pageid127.html</p> <p>Youtube</p> <p>https://www.youtube.com/watch?v=FzbZ-itTMgQ</p> <p>Youtube</p> <p>Douces Frances series per region</p> <p>Les régions en France</p> <p>https://www.youtube.com/watch?v=lAKoPTXqRbc</p>	
<p>Identify and demonstrate knowledge of French</p>	<ul style="list-style-type: none"> • What are your state’s signature foods? 	<p><u>Regional Cuisine</u></p>	<p>Discovering French Blanc</p>	<p>Regional foods</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>gastronomy and festivals specific to each region.</p> <p>7.1.NH.A.5</p> <p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.B.3</p> <p>Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.</p> <p>7.1.NH.C.3</p> <p>Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.5</p> <p>Tell or write about cultural products associated with the target culture(s), and</p>	<ul style="list-style-type: none"> • What are your state specific celebrations and/or events? 	<p>Students search and write instructions of one regional recipe and share it with the whole class. Teacher collects all recipes and creates a class recipe booklet.</p> <p><u>Festival Presentations</u></p> <p>In pairs, student research a regional festival and create a poster to present to the whole group, describing the various details/observation/celebration of the festival, including time of year, costumes, and other specifics related to the celebration..</p> <p><u>Compare and Contrast</u></p> <p>Select a State specific holiday/festival and compare/contrast with a French regional</p>	<p>(DFB)</p> <p>Textbook: p. 86-97</p> <p>La Cuisine</p> <p>http://sites.middlebury.edu/french-lexique/la-cuisine/</p> <p>Discovering French Rouge (DFR)</p> <p>Textbook: Unité 6 p.226-245</p> <p>Regions - Culture - Food</p> <p>http://www.regions-of-france.com/regions/</p> <p>State of NJ symbols</p> <p>http://www.state.nj.us/nj/about/facts/symbols/</p>	<p>Festivals and events</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>simulate common cultural practices.</p>		<p>holiday/festival. Write a one page essay with detailed descriptions and then share it with a partner.</p> <p><u>Cooking Video</u></p> <p>Follow and make a French regional recipe. Record your step by step instructions in French, including your ingredients. Bring your final product to class to share while playing and presenting the video.</p> <p><u>Discussion</u></p> <p>Read p. 147 from DFR and then discuss with a partner the importance of castles during the reigns of the various kings.</p>	<p>State foods http://www.foodtimeline.org/statefoods.html</p> <p>Regions - Culture - Celebrations http://www.regions-of-france.com/regions/</p> <p>Les fêtes foraines à Paris et Îles-de-France http://www.evous.fr/Les-fetes-foraines-a-Paris-et-en-Ile-de-France-1180808.html</p> <p>PTT and Activités Fetes Foraines - Resources</p> <p>Marché de Noël en Alsace http://www.franksprog.dk/marche_de_noel_en_alsace/</p> <p>Dscovering French Rough</p>	<p>Les châteaux</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
			<p>(DFR) Textbook: p. 147 L’histoire de France à travers ses châteaux DVD: Unit 3 Vignette Culturelle Les châteaux de la Loire</p>	
<p>Demonstrate knowledge and discuss attractions, sites and monuments, outdoor and weekend activities specific to each region.</p> <p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>	<ul style="list-style-type: none"> • What are some of the major sites to visit in your state? • What are some of the destinations and attractions to visit in your state? • What are some of the activities that are specific to your state? 	<p><u>Reading Comprehension</u> In pairs, assign students articles to read from france.fr on sites and monuments.</p> <p><u>Journal Entry</u> Write a one page journal entry about a weekend/outdoor activity that is state/region specific and then share it with a partner.</p> <p><u>Monument Description</u></p>	<p>France.fr - Thèmes - Sites et Monuments http://www.france.fr/index.html</p> <p>Weekend activities and outdoor activities</p>	<p>Sites and monuments per region and/or State.</p> <p>Activities specific to the region.</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.2 Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p>		<p>Select a monument specific to a French region and compose a detailed description including location, name of monument, description, price (if applicable) to visit, etc... Present it to the whole group.</p> <p><u>Trip</u> Plan a trip to one the regions of France (teacher assigns one region per student). Include in your itinerary all the monuments/attractions you will visit during your trip, providing a brief description per visit. Share with a partner and then with the whole group.</p>		

Unit 5 Vocabulary

Vocabulaire

un pays
 un état
 une ville
 un village
 une région
 un fleuve
 une montagne
 une forêt
 un jardin
 un jardin public
 un jardin botanique
 un lac
 un océan
 une mer
 une plage
 une fête
 une célébration
 un château
 un roi
 une reine
 une recette
 la nourriture
 le climat
 la géographie
 le dialecte
 la population

Les régions

Alsace
 Aquitaine
 Auvergne
 Basse-Normandie
 Bourgogne
 Bretagne
 Centre
 Champagne-Ardenne
 Corse
 Franche-Comté
 Haute-Normandie
 Île-de-France
 Languedoc-Roussillon
 Limousin
 Lorraine
 Midi-Pyrénées
 Nord-Pas-de-Calais
 Pays de la Loire
 Picardie
 Poitou-Charentes
 Provence-Alpes-Côte d'Azur
 Rhône-Alpes

Les régions d'outre-mer

Guadeloupe
 Guyane
 La Réunion

le peuple

Révision

Les célébrations

La nourriture

Les monuments

Les adjectifs

Les verbes

Les prépositions de place

Martinique

Mayotte

La Seine

Le Rhône

La Garonne

La Manche

La mer Méditerranée

L'océan Atlantique

Les Alpes

Les Pyrénées

Le Massif Central

Le Jura

Les Vosges

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create a multimedia rich presentation of one of the Regions in France or a French territory. Include in your presentation demographics, languages used, climate, celebrations/festivals, music, regional gastronomy, and other aspects that are unique to your region. Present to the whole group in French.</p> <p>Provide Rubric</p>	<p>2. Your French pen pal is planning a visit to the US and would like you to recommend the best sites and places to visit in your State.</p> <p>Create a multimedia rich presentation of your State including places to visit, State Parks, monuments, attractions, visits to neighboring States i.e. NY or PA, and provide reasons why you selected these locations. Present to the whole group.</p> <p>Provide Rubric</p>