

World Languages Curriculum



French III: Unit Six **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

- **The impact of movies and big screen actors on the society**
- **The importance of the classics and role of playwrights in shaping the society**
- **The shift of television and the impact on teenagers**

Grade: 6-12	Unit: Six	Topic: Les arts: le cinéma, le théâtre, et la télévision
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.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.4, 7.1.IJ.A.7		
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 French leading actors and demonstrate knowledge of the French movie industry and its impact on Hollywood. 7.1.NH.A.3 Recognize some common gestures and cultural practices associated with	<ul style="list-style-type: none"> • Who are leading Hollywood actors of our times? • What does a hero or a heroine represent to you? • What is the impact of movies on the culture? 	<u>Biography</u> Teacher assigns students a French actor/actress. Students will write a biography including their work, and present it to the group as their own biography. Include pictures, movie ads, etc...	<ul style="list-style-type: none"> ▪ Apprendre le français avec le cinéma http://www.cinemafrancais-fle.com/ ▪ Discovering French Rough (DFR) Textbook: p. 142-145 Cyrano de Bergerac 	<ul style="list-style-type: none"> - Jean Réno - Gérard Depardieu - Juliette Binoche - Emmanuelle Béart - Marion Cotillard - Catherine Deneuve - Claude Lelouch - Jean Cocteau - René Clément - Jean Renoir

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<p>target culture(s). 7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</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>7.1.NH.C.2 Create and present brief messages, poems, rhymes, songs, short plays, or role-plays using familiar vocabulary orally or in writing.</p>	<p>And globally?</p> <ul style="list-style-type: none"> Who are the leading directors in the French film industry? How do we obtain news about the actors/actresses? Who are the French actors who had leading roles in American movies? 	<p><u>Journal Entry</u> Write a page long detailed description of your favorite movie and explain the impact it had on you and why. Share it with a partner. Teacher selects few random entries to be shared with the whole group.</p> <p><u>Cyrano de Bergerac/Glogstr</u> Have students look at the movie poster in DFR textbook and create their own version of the poster on Glogstr.</p> <p><u>Reading Comprehension</u> In groups of 3, assign sections from DFR on p. 144-145. Allow students to read, discuss, and report back to the whole group.</p> <p>Optional- Show movie version played by Gérard Depardieu.</p>	<ul style="list-style-type: none"> Biography.com French Directors Cyrano de Bergerac Trailer https://www.youtube.com/watch?v=ab6eaj4fdMA Roxanne Trailer https://www.youtube.com/watch?v=YfCFbjo9Sp0 Les misérables- Livre Audio https://www.youtube.com/watch?v=wBil_otwndI Les misérables Trailer http://www.allocine.fr/video/player_gen_cmedia=19431290&cfilm=190 	<p>Cyrano de Bergerac by Edmond Rostand written in 1897 was made into a movie in 1990.</p> <p>Roxanne- adaptation of Cyrano de Bergerac movie made in 1987.</p> <p>Les misérables by Victor Hugo was made into a movie and a play.</p>

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<p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>		<p><u>Compare and Contrast</u> Watch movie trailers for both Cyrano de Bergerac and Roxanne. Compare and contrast the cinematography and state your preference.</p>	<p>788.html</p> <ul style="list-style-type: none"> ▪ Discovering French Rouge (DFR) Textbook: p.224-225 Documents: Les misérables ▪ Vocabulaire autour d'un thème http://tnvocabulary.tableau-noir.net/cinema.html ▪ Le point du Flé http://www.lepointdufle.net/cinema.htm 	<p>Le festival du Cannes Le César</p>
<p>Identify classic playwrights, demonstrate knowledge of French theatre and analyze theatrical scenes.</p> <p>7.1.NH.A.4 Identify people, places, objects, and activities in daily life based on oral or</p>	<ul style="list-style-type: none"> • What is theatre? • How are the roles of actors in a theatrical setting differ from that of the ones in movies? • Is there a narrator in a theatrical piece? How is developed? 	<p><u>Reading Comprehension</u> In groups of 3 or 4 students, assign sections of “En Voyage” from DFR Textbook. Allow students to read and discuss the text. Have dictionaries available and/or use digital dictionaries to define new</p>	<p>Discovering French Rouge (DFR) Textbook: p.282-291 Lecture: En Voyage</p> <p>Médias, informations, et culture http://sites.middlebury.edu/f</p>	<ul style="list-style-type: none"> - Les classiques - Molière - Corneille - Racine - Pascal - Maupassant - Comédie Française - Academie Française

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<p>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>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p> <p>7.1.NH.C.4 Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p>7.1.IL.A.7 Infer the meaning of a few unfamiliar words in some new contexts.</p>		<p>vocabulary. Have each group report back to the whole class their reading to create a class discussion.</p> <p><u>Essay</u> Write a one page Essay on “l’amour platonique”. Do you believe such love exists today and is it real? Support your statements by providing examples.</p> <p><u>L’avare- monologue</u> Watch Acte IV scène 7 of l’avare. In pairs, analyze and discuss the scene. You may provide the written text to students.</p> <p><u>Journal Entry/Opinion</u> Qu'apporte l'acteur au texte théâtral?</p>	<p>rench-lexique/medias-informations-et-culture/</p> <p>Le Point du Flé – Théâtre http://www.lepointdufle.net/litterature.htm</p> <p>Le texte théâtral http://www.weblettr.es.net/brevet/index.php?page=theatre</p> <p>https://www.theatrefolk.com/spotlights/moliere-and-17th-century-french-theatre</p> <p>Discover France- theatre http://www.discoverfrance.net/France/Theatre/DF_theatre.shtml</p> <p>L’avare de Molière - Monologue d’Harpagon -</p>	

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		<p>Write a one page journal entry and answer the question based on your opinion. Share your opinion with a partner.</p> <p><u>Compare and Contrast</u></p> <p>Compare and contrast one French playwright to an American/British using a Venn Diagram.</p> <p><u>Acting</u></p> <p>Act out a scene from a theatrical piece of your choice in French.</p>	<p>Acte IV scène 7</p> <p>https://www.youtube.com/watch?v=t1acK2bQzDU</p> <p>Text: http://www.devoir-de-francais.com/commentaire-monologue-harpagon-moliere-avare-acte-scene-10237-5559.html</p> <p>Additional Texts</p> <p><u>Oeuvres</u></p>	
<p>Demonstrate comprehension of the impact of TV on the French and American cultures.</p>	<ul style="list-style-type: none"> • How many hours of TV do you watch per day? • What is the impact of television on teenagers? • Should prime-time 	<p><u>Listings discussion</u></p> <p>Visit both French and American TV guide listings, compare and contrast similarities and differences, and then discuss with a</p>	<p>French TV – Online</p> <p>French TV</p> <p>TV Guide- French</p> <p>Telerama.fr</p>	<ul style="list-style-type: none"> - Game shows - Soap operas - Mini-series - Reality Shows - TV movies - Sports - Arts

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<p>7.1.NH.A.5 Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p>7.1.NH.C.3 Describe in writing people and things from the home and school environment.</p>	<p>television be censored?</p> <ul style="list-style-type: none"> • What are the differences between French and American prime-time shows? 	<p>partner your observations. You may include time, descriptions, types of channels, etc...</p> <p><u>Journal Entry</u> Write a one page journal entry describing your favorite TV show. Include time, channel, day, and the reason(s) you enjoy it so much.</p> <p><u>Graph/Chart</u> Select a TV personality and create a timeline of his/her career, including titles and year. Present your TV personality to the whole group.</p> <p><u>Synopsis for TV</u> Select a movie or a TV show (1 episode) and write</p>	<p>TV Guide- English TVGuide.com</p>	<ul style="list-style-type: none"> - Music - Documentaries

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		a synopsis in French. Read aloud your synopsis and have the class guess the title of the movie or show.		
<p>Identify and discuss the influence of reality TV shows on teen culture.</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.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>	<ul style="list-style-type: none"> • Are Reality Shows real? • What is the impact of Reality TV on our culture? • Do you think the language used on reality shows is appropriate for TV viewers? • Why is our culture fixated with Reality Shows? 	<p><u>Discussion</u></p> <p>In groups of four students, discuss the influence of reality TV on teenagers. Report back to the whole group and provide your point of view.</p> <p><u>Mini-Scène</u></p> <p>In groups of four students, create a reality show scene in French that addresses a real life scenario. Present and perform your scene to the whole group.</p> <p><u>Critique</u></p> <p>Select a reality show that you watch and/or appears interesting to you. Write a one page critique in your journal and identify aspects</p>	<p>Impact of Reality TV on Teens</p> <p>http://www.mghclaycenter.org/parenting-concerns/teenagers/impact-reality-tv-teens-can-parents/</p> <p>Impact of Reality TV on Society</p> <p>http://www.teenink.com/opinion/pop_culture_trends/article/515410/Impacts-of-Reality-TV-on-Society/</p> <p>Makebeliefscomix</p> <p>http://www.makebeliefscomix.com/</p>	<ul style="list-style-type: none"> - Birth of Reality Shows in 1992 with MTV- The Real World New York - American Idol - The Amazing Race - Hell’s Kitchen - The Real World - Top Model - The Bachelor - Survivor - Keeping up with the Kardashians - Bullying - Low self-esteem - Competition - Lies

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		<p>that are acceptable and aspects that are unacceptable in our society and/or culture.</p> <p>Take turns to read aloud to a partner and discuss.</p> <p><u>Graph/Chart</u></p> <p>Research and create a graph/chart on average cost of a reality show vs the average cost of a TV show.</p> <p><u>Comic</u></p> <p>Using makebeliefscomix.com, create a comic illustrating the aggressiveness of Reality TV.</p>	<p>Vocabulaire des séries tv: lexique</p> <p>http://www.cineseries-mag.fr/vocabulaire-series-tv-lexique/</p>	

Unit 6 Vocabulary

Unit 6 Vocabulary		
<p><u>Vocabulaire: le cinéma</u> Un film Une scène Le début La fin Le thème Le genre L'écran L'histoire La relation La foule Le cinéaste Le réalisateur/la réalisatrice Le spectateur/la spectatrice La caméra Le scénario L'effet Un court-métrage Le personnage/ le personnage principal Un acteur/une actrice Un critique/une critique La comédie La bande-annonce Le box-office Une comédie musicale Un dessin animé Un film d'amour Un film d'aventure</p>	<p>Une mime Un opéra Une opérette Un pantomime Un masque Une satire Un coup de théâtre La répétition La représentation Les adaptations littéraires Le quiproquo</p> <p><u>Les verbes</u> Raconter Traiter Faire pleurer Faire rire Faire peur Filmer Enregistrer Tourner Éclairer Maquiller Habiller Doubler Sous-titrer Monter Donner</p>	<p><u>Vocabulaire: la télévision</u> Le réseau câblé Le réseau hertzien Une chaîne privée Une chaîne publique Une chaîne câblée Le journal télévisé Les actualités Les informations Une émission Un reportage L'émission Le programme L'animateur Le petit écran Une émission culturelle Une émission politique Un débat (une table ronde) Une émission de variétés Un match (de foot, de tennis...) Un téléfilm Un téléroman Une série télévisée Une émission de "téléréalité" Une émission en direct (<i>live</i>) Une émission en différé (<i>recorded</i>) Un film Un documentaire</p>

<p>Un film d'horreur Un film d'action Un film de science-fiction Un film en noir et blanc Un film policier Genre burlesque C'est un film réalisé par... Mon personnage préféré est... L'histoire m'a beaucoup plu parce que...</p> <p><u>Vocabulaire : le théâtre</u> La scène Le décor Les coulisses Le rideau La fosse d'orchestre Les éclairages Le projecteur Le metteur en scène La mise en scène Une vedette Un scénariste Un acte Un dialogue Un monologue Une farce</p>	<p>Regarder Écouter Allumer Réaliser Enregistrer Siffler Lancer un défi Faire la cour Illuminer Laisser Quitter Monter une pièce Donner une pièce Entrer en scène Avoir le trac Être Voir un film Aller au ciné Déguiser Déclamer</p>	<p>Une rediffusion/une redif (re-run)</p> <p><u>Les adjectifs</u> Cinématographique, Esthétique Créatif Chronologique Dramatique Fictif Narratif Optique Panoramique Puissant Éclatant Distingué/distinguée Indépendant Sous-titré En version française (v.f.) Doublé En version originale (v.o)</p>
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Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create an eight to ten minute imovie reporting school news, a show segment, a reality show or anything in the TV industry that interests you.</p> <p>Students reporting school news can complete it by themselves or with a colleague.</p> <p>Students creating a show can have three to four people in the scene.</p> <p>All movies should be played and critiqued by the whole group.</p> <p>Provide Rubric</p>	<p>2. Create a PPT biography on your favorite movie or TV actor/actress. Include birth place and date, pictures, accomplishments, spouse(s)/partner(s), death place, date and reason (if applicable), and anything else that is relevant to that person. Present your PPT Biography in French to the whole group.</p> <p>Provide Rubric</p>