

# **World Languages Curriculum**



## **French III: Unit Seven**

### **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**

- **The importance of historical events to shape a nation**
- **Political development of a country and its relations globally**
- **The role of the president and his team in decision making to run the country**
- **The freedoms exercised by the people as part of the policies and laws**

<b>Grade: 6-12</b>	<b>Unit: Seven</b>	<b>Topic: Le gouvernement Français</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.1, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3, 7.1.NH.C.5		
<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
Demonstrate knowledge and comprehension of French history and historical events.  <b>7.1.NH.A.5</b>  Demonstrate	<ul style="list-style-type: none"> <li>• Why is history important?</li> <li>• What leads a population to revolt?</li> <li>• When and why did the French Revolution</li> </ul>	<p><b><u>Read and discuss</u></b></p> Divide students in pairs or groups and assign a segment from DFR p. 216-221. Have students discuss with their partner(s) and report back to	<p><b>Discovering French Rouge (DFR)</b></p> Textbook: p. 216-221  Interlude Culturel: les grands moments de l’histoire de France (1715-	Historical Moments of France  French Revolution  Napoléon Bonaparte  Marie Antoinette

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<p>comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.B.1</b></p> <p>Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.</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.5</b></p> <p>Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	<p>occur?</p> <ul style="list-style-type: none"> <li>Who was Napoléon Bonaparte and what was his nick name? Why?</li> </ul>	<p>the whole group.</p> <p><b>Video</b></p> <p>Watch Unit 5 DVD, Vignette Culturelle and have students report back through a whole group discussion.</p> <p><b>Song</b></p> <p>Play “La Marseillaise” for all students to listen. Have students open to page 223 in DFR and play the song one more time while they follow the lyrics. In pairs, students discuss the meaning and identify/define new vocabulary words. Report back to the whole group.</p> <p><b>Compare/Contrast</b></p> <p>Play a recording of “La Marseillaise” and then play a recording of Star-Spangled Banner”. Ask students to compare and contrast both national</p>	<p>1870)</p> <p>Texbook: p.252-259</p> <p>Interlude Culturel: les grands moments de l’histoire de France (1870-present)</p> <p><b>La révolution française</b></p> <p><a href="http://www.histoire-france.net/epoque/revolution-francaise">http://www.histoire-france.net/epoque/revolution-francaise</a></p> <p><a href="http://www.larousse.fr/encyclopedie/divers/R%C3%A9volution_fran%C3%A7aise/140733">http://www.larousse.fr/encyclopedie/divers/R%C3%A9volution_fran%C3%A7aise/140733</a></p> <p><b>Discovering French Rouge (DFR)</b></p> <p>Textbook: p. 222-223</p> <p>DVD: Unit 5</p> <p>Vignette Culturelle - La Marseillaise</p> <p><b>Chansons</b></p> <p><a href="#">Hymnes Nationaux</a></p>	<p>La guillotine</p> <p>Déclaration des Droits de l’Homme: Liberté, Égalité et Fraternité</p> <p>La Bastille</p> <p>La Fête Nationale du 14 juillet</p> <p>Le franc et la monnaie française</p> <p>La Marseillaise</p>

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		anthems, describing similarities and differences in tone, selected words and meanings.	<a href="#">Francophones</a>	
<p>Identify the political parties and demonstrate knowledge and comprehension of the political system in France today.</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><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.3</b></p>	<ul style="list-style-type: none"> <li>• What is France’s political structure?</li> <li>• What is a Republic?</li> <li>• What are the symbols of the French republic?</li> <li>• How is French citizenship granted?</li> </ul>	<p><b><u>Graph/Chart</u></b> Create a graph/chart of the French political structure and then write a short description of each party.</p> <p><b><u>Poster</u></b> Based on your comprehension of the political system and your personal choice/beliefs, create a poster of the French political party that you most believe in.</p> <p><b><u>Debate</u></b> Divide the class in groups and assign each a political party. Have each group discuss their beliefs and then conduct a debate with the other groups.</p>	<p><b>Le Point du Flé - Vie politique, économique et administrative</b> <a href="http://www.lepointdufle.net/civilisation2.htm">http://www.lepointdufle.net/civilisation2.htm</a></p> <p><b>Politique et société</b> <a href="http://sites.middlebury.edu/french-lexique/politique-et-societe/">http://sites.middlebury.edu/french-lexique/politique-et-societe/</a></p> <p><b>Le système politique français</b> <a href="https://www.youtube.com/watch?v=srs_U_u9Uss">https://www.youtube.com/watch?v=srs_U_u9Uss</a></p> <p><b>Les partis politiques</b> <a href="https://www.youtube.com/watch?v=yZq2n7cbZd0">https://www.youtube.com/watch?v=yZq2n7cbZd0</a></p> <p><b>Valeurs, principes et symboles de la République</b></p>	<p>Marianne</p> <p>Le coq Gaulois</p> <p>Le drapeau Français: Bleu, Blanc, Rouge</p> <p>The Fifth Republic</p> <p>President</p> <p>Prime Minister</p> <p>Parliament</p> <p>The European Union</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
Describe in writing people and things from the home and school environment.		<p><b><u>Journal Entry</u></b></p> <p>Write a one page opinion in French about obtaining citizenship in France or USA in your journals.</p>	<p><a href="https://www.youtube.com/watch?v=CWoeGzyoacg">https://www.youtube.com/watch?v=CWoeGzyoacg</a></p> <p><b>Citizenship</b></p> <p><a href="https://www.youtube.com/watch?v=3qP58BRAjJw">https://www.youtube.com/watch?v=3qP58BRAjJw</a></p>	
<p>Demonstrate knowledge and comprehension of the executive and legislative branches of the government.</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 content areas.</p>	<ul style="list-style-type: none"> <li>• How is the French government divided?</li> </ul>	<p><b><u>Compare and Contrast</u></b></p> <p>Compare and contrast French and US governments. Share your observations with a partner and then report back to the group.</p> <p><b><u>Graph/Chart</u></b></p> <p>Create a graph/chart comparing French and US government branches and their roles, and then share with a partner. Discuss with the whole group.</p> <p><b><u>Discussion</u></b></p> <p>Divide the class into two groups: executive and</p>	<p><b>Politique et société</b></p> <p><a href="http://sites.middlebury.edu/french-lexique/politique-et-societe/">http://sites.middlebury.edu/french-lexique/politique-et-societe/</a></p> <p><b>French Government-English</b></p> <p><a href="http://www.gouvernement.fr/en/how-government-works">http://www.gouvernement.fr/en/how-government-works</a></p> <p><b>Kids.gov- Branches of the US Government</b></p> <p><a href="http://kids.usa.gov/three-branches-of-government/index.shtml">http://kids.usa.gov/three-branches-of-government/index.shtml</a></p> <p><b>BensGuide.gpo.gov</b></p> <p><a href="http://bensguide.gpo.gov/learning-adventures-14more?id=39&amp;age=ben14">http://bensguide.gpo.gov/learning-adventures-14more?id=39&amp;age=ben14</a></p>	<p>Le Président</p> <p>Le premier ministre</p> <p>Les ministres</p> <p>L'Assemblée Nationale</p> <p>Le Sénat</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		legislative branches. Allocate time for each group to discuss their role and then discuss with the opposing group about the importance of their roles.	<a href="#">more</a>	
<p>Demonstrate knowledge and comprehension of French Republic presidency.</p> <p>Identify the role of the President and distinguish between the political parties in France today.</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>	<ul style="list-style-type: none"> <li>• Who is the French President?</li> <li>• How long does the president serve during his presidency in France? and in the US?</li> <li>• How old do you have to be to vote in France? and in the US?</li> <li>• How many political parties are there in France?</li> <li>• How is the relationship between France and USA today?</li> </ul>	<p><b><u>Biography</u></b></p> <p>Assign a current or past president from the Francophone world and have students write a Biography in French and then present it as their own. Include a picture of the president.</p> <p><b><u>Venn Diagram</u></b></p> <p>Using a Venn Diagram, compare and contrast the French and US elections. Discuss with the whole group.</p> <p><b><u>Opinion</u></b></p> <p>Write a one page essay on</p>	<p><b>Présidence de la République</b></p> <p><a href="http://www.elysee.fr/">http://www.elysee.fr/</a></p> <p><b>Le gouvernement</b></p> <p><a href="http://www.gouvernement.fr/">http://www.gouvernement.fr/</a></p> <p><b>Les élections présidentielles</b></p> <p><a href="http://www.elections-presidentielles-2017.fr/">http://www.elections-presidentielles-2017.fr/</a></p> <p><a href="http://www.france.fr/institutions-et-valeurs/lelection-presidentielle-en-france.html">http://www.france.fr/institutions-et-valeurs/lelection-presidentielle-en-france.html</a></p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<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>your opinion on what should the role of a president be. Take turns to read aloud to a partner.</p> <p><b><u>Glogstr</u></b></p> <p>Create an election campaign poster on Glogstr.</p>	<p><b>Le rôle du Président</b></p> <p><a href="http://www.vie-publique.fr/decouverte-institutions/institutions/fonctionnement/president-republique/role/quel-est-role-du-president-republique-institutions.html">http://www.vie-publique.fr/decouverte-institutions/institutions/fonctionnement/president-republique/role/quel-est-role-du-president-republique-institutions.html</a></p>	

## Unit 7 Vocabulary

### Vocabulaire

un gouvernement  
 une ambassade  
 un ambassadeur  
 une ambassadrice  
 un assemblé  
 un bulletin de vote  
 un cabinet  
 la campagne  
 un candidat  
 un comité  
 une constitution  
 une cour  
 la démocratie  
 un député  
 un drapeau  
 une élection  
 un empereur  
 une impératrice  
 le président  
 la femme du président  
 les forces armées  
 les impôts  
 la législation  
 le vote  
 la loi  
 le maire  
 le ministre

la monarchie  
 le politicien  
 la politique  
 le pouvoir  
 le préfet  
 le procureur général  
 la propagande  
 le référendum  
 le roi  
 la reine  
 la représentation  
 la république  
 la révolution  
 le sénat  
 le sénateur  
 la citoyenneté  
 la nationalité

### Les verbes

gouverner  
 élire  
 voter  
 déléguer  
 décider  
 destituer  
 mettre en cause pénalement  
 choisir  
 régir

	désigner avoir le pouvoir
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### Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. Prepare a combined project with the Social Studies and English teachers to help students understand the importance of the French Revolution.</p> <p>Students prepare a comparative time line showing world events, US events, and overlay the French timeline. Students present their work to the whole group.</p> <p>Provide Rubric</p>	<p>2. In groups, create presidential campaigning questions in French and then act it out in class. Questions should be focused on various issues per group i.e. education, health, immigration, etc...</p> <p>Provide Rubric</p>