

# World Languages Curriculum



## **French II: Unit One**

### **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	Bonjour Paris!	4 weeks
Unit 2	Le monde Francophone	5 weeks
Unit 3	Les achats et le shopping	6 weeks
Unit 4	Vive le weekend!	6 weeks
Unit 5	Le monde du travail	5 weeks
Unit 6	La culture pop	5 weeks
Unit 7	Les vacances	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**

<b><u>Time/General</u></b>	<b><u>Processing</u></b>	<b><u>Comprehension</u></b>	<b><u>Recall</u></b>
<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>
<b><u>Assistive Technology</u></b>	<b><u>Tests/Quizzes/Grading</u></b>	<b><u>Behavior/Attention</u></b>	<b><u>Organization</u></b>
<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 study of the French language and culture deepens understanding of where and how people live**
- **Visiting and sightseeing various historical monuments is part of understanding culture**



- **Dense population and large cities require mass transportation**
- **The convenience of city living may be complicated and challenging**

<b>Grade: 6-12</b>	<b>Unit: One</b>	<b>Topic: Bonjour Paris!</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> <b>7.1.NH.A.2, 7.1.NH.A.3, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.4, 7.1.NH.C.2</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
<p>Locate France on a world map and identify major cities.</p> <p>Identify and explain the significance of historical monuments in Paris.</p> <p><b>7.1.NH.A.2</b></p> <p>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical</p>	<ul style="list-style-type: none"> <li>• How does the geographic location of France impact culture?</li> <li>• What are the differences and similarities regarding geography, population, history, etc... between France and the United States?</li> <li>• What makes places unique and different?</li> <li>• What stories do maps and globes tell?</li> </ul>	<p><b><u>Map Activity</u></b></p> <p>Locate Paris on a map of France; label and paste photos of important landmarks.</p> <p><b><u>Landmark Narration</u></b></p> <p>Write a description of a landmark in Paris. Include in your narrative, exact location, importance and historical background. Read aloud in class and have classmates guess the</p>	<p><b><u>Discovering French Bleu (DFB)</u></b></p> <p>Textbook: p.332</p> <p><b><u>Bonjour de France/La France en vidéo : Paris, France : The Must-See!</u></b></p> <p><a href="http://www.bonjourdefrance.com/exercices/14/comprehension/la-vie-quotidienne/index.html">http://www.bonjourdefrance.com/exercices/14/comprehension/la-vie-quotidienne/index.html</a></p> <p><b><u>Paris</u></b></p> <p><b><u>Resources Pédagogiques sur</u></b></p>	<p>France has long provided a geographic, economic, and linguistic bridge joining northern and southern Europe.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>response.</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>landmark.</p> <p><b><u>Video</u></b></p> <p>Watch “La France en vidéo”. Identify and list ten places/monuments. Compare your observation with a partner.</p>	<p><u>Paris</u></p> <p><b>Une chanson de La Compagnie Créole - Paris Paris</b></p> <p><a href="https://www.youtube.com/watch?v=zFYepiczZU">https://www.youtube.com/watch?v=zFYepiczZU</a></p>	
<p>Describe past travel experiences and places visited and plan future trips.</p> <p><b>7.1.NH.A.5</b></p> <p>Demonstrate comprehension of short conversations and brief written messages on familiar topics</p>	<ul style="list-style-type: none"> <li>• How does a region’s geography, climate and natural resources affect the way people live and work?</li> <li>• Why do people travel?</li> <li>• How can world travel impact language learning?</li> </ul>	<p><b><u>Glogster</u></b></p> <p>Make an electronic poster about a trip to Paris showing all the landmarks visited. Include music and narration in French.</p>	<p><b>Discovering French Rouge (DFR)</b></p> <p>Textbook: Unité 5 p.186-207</p>	<p>August is the month in France when French workers take their vacations.</p>
<p>Identify and provide directions to a historical site.</p> <p><b>7.1.NH.A.3</b></p>	<ul style="list-style-type: none"> <li>• How does audience and purpose (i.e., inform, entertain, persuade) influence a speaker’s technique (i.e., volume,</li> </ul>	<p><b><u>Math Activity</u></b></p> <p>Following an outlined travel itinerary, measure the distance from one historical site/monument to the next.</p>	<p><b><u>Visit Paris</u></b></p> <p><a href="http://www.franksprog.dk/paris/">http://www.franksprog.dk/paris/</a></p>	<p>France is rich in history and historical sites to visit from Roman ruins, art museums, Palace at Versailles, and World War</p>

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><b>7.1.NH.B.2</b></p> <p>Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p>	<p>pacing, word choice, intonation)?</p> <ul style="list-style-type: none"> <li>• How do social interactions and personal interactions differ among cultures?</li> <li>• How can understanding my location be helpful?</li> <li>• How do historical artifacts reflect the characteristics unique to French culture?</li> </ul>	<p>Estimate travel time based on transportation being used i.e. on foot, bus, metro, etc...</p> <p><b><u>Dialogue</u></b></p> <p>In pairs, students present a dialogue about the check in process in the departing airport and the check-out process at the arriving airport. Key discussion includes putting luggage on the belt, checking if flight is leaving on time, placing items on the belt, removing shoes, passing through security gate, etc...)</p>	<p><b><u>Une Chanson par Zaz</u></b></p> <p><a href="http://www.franksprog.dk/paris_sera_toujours_paris_interprete_par_zaz/">http://www.franksprog.dk/paris_sera_toujours_paris_interprete_par_zaz/</a></p>	<p>II battlefields.</p>

## Unit 1 Vocabulary

### Unité 1 : Vocabulaire : Bonjour Paris!

<p><b><u>Les prépositions de place</u></b></p> <p>Dans Loin/loin de                  Sur Près/près de                  Sous Tout près d'ici                  À côté de Tout loin d'ici                  Près de En face de                  Devant                  Derrière                  À droite de                  À gauche de                  Tout droit</p>	<p>Un parc                  Un stade                  Une plage                  Un aéroport                  Une banque                  Une gare                  Un jardin public                  Une mairie                  Une pharmacie                  Une station-service                  La poste</p>	<p><b><u>Les verbes</u></b></p> <p>Voyager                  Arriver                  Rentrer                  Rester                  Visiter                  Marcher                  Demander                  Tourner                  Continuer                  Aimer                  Préférer                  Acheter                  Mesurer                  Être                  Aller                  Faire une promenade</p>
<p><b><u>Les endroits</u></b></p> <p>La rue                  Le quartier                  La ville En ville                  L'avenue                  Un boulevard                  Un arrondissement                  Un hôtel                  Un café                  Un restaurant                  Un magasin                  Un cinéma                  Une école                  Une église                  Un temple</p>	<p><b><u>Les descriptions/les adjectifs</u></b></p> <p>Grand/grande                  Petit/petite                  Génial/géniale                  Sympa                  Chouette                  Amusant/amusante                  Moderne                  Beau/belle                  Joli/jolie</p> <p><b><u>Vocabulaire utiles</u></b></p> <p>Un cadeau                  Un souvenir                  Un monument                  Une carte</p>	<p><b><u>Les monuments de Paris</u></b></p> <p>La Tour Eiffel                  La Seine (La rive gauche/La rive droite)                  L'Arc de Triomphe                  La Place de l'Opéra                  La Place Vendôme                  La Place de la Concorde                  Le Louvre                  Notre Dame</p>

Une mosquée Une synagogue Un centre commercial Un supermarché Une bibliothèque Un théâtre Un musée Un hôpital Une piscine	Où À De Pour Comment Est-ce que Une mesure À deux pas Kilomètre	Le Centre Pompidou Les Champs-Élysées Le Parc de la Villette La Géode Le Musée d'Orsay L'Opéra Garnier L'Opéra de la Bastille Le Vieux Carré Le Quartier Latin Le Jardin de Tuileries
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## Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. You have just arrived to France. Your hotel reservation was mixed up and you have to wait several hours before your room is ready. You decide to take advantage of the time and go site seeing. Create a multimedia project: Identify the major historical sites you will visit, and provide a plan of your movements from one spot to the next. Describe each spot visited.</p> <p>Provide Rubric</p>	<p>2. Your school's French Club is planning a 10 day trip to Paris. You are selected to be part of the committee planning the trip. In groups of four, plan and create the trip's itinerary. Select the following based on best prices provided for groups:</p> <ul style="list-style-type: none"> <li>● Airfare (airline, cost, departures and arrivals)</li> <li>● Hotel (name, cost, number of occupants)</li> <li>● Eight (8) major sites to visit</li> <li>● Dates and times of the visits</li> <li>● Direction to and from the hotel</li> <li>● Food (included, out of pocket)</li> </ul>

	<ul style="list-style-type: none"><li>• Cafes and restaurants (location, name and costs)</li></ul> <p>Provide Rubric</p>
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