

World Languages Curriculum



French II: Unit Two **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

<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 study of the French language and culture deepens understanding of where and how people live
- Visiting and understanding the francophone world
- The French influence on the Middle East, Africa, Europe, North America and Caribbean cultures
- The importance of history and heroic figures in the francophone world

Grade: 6-12	Unit: Two	Topic: Le Monde Francophone
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.3		
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
Locate Francophone world on a world map and identify countries and capitals. 7.1.NH.A.2 Demonstrate comprehension of a series of oral and written directions, commands, and	<ul style="list-style-type: none"> • What are the similarities between Francophone and American cultures? • How did the French language influence other languages around the globe? • What is the impact of French Colonialism in 	<p><u>Map Activity</u> Identify and locate countries that use French as one of their official language.</p> <p><u>Street Sign Activity</u> Search and define country-related street signs. Compare and contrast the</p>	<p><u>French-speaking countries (map and video)</u> http://www.mapsofworld.com/world-top-ten/countries-with-most-french-language-speaker-map.html</p> <p><u>Discovering French Blanc (DFB) DVD and CD</u></p>	Global connections to France and French-speaking regions. Reading traffic and road signs in various countries.

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>requests through appropriate physical response.</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>the world today?</p>	<p>signs with that of the home culture.</p> <p><u>Identification Activity</u></p> <p>Hearing a series of statements (capitals, landmarks, characteristics, etc...) mark each one as it applies to French-speaking country.</p>	<p><u>modules pp. 258-267</u></p> <p><u>University of Illinois Francophone Resources:</u> http://www.library.illinois.edu/llx/resources/french/francophone.html</p>	
<p>Discover the various cultures of the francophone world through food, music, and art.</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.A.5</p> <p>1. Demonstrate comprehension of short conversations and brief written messages on familiar</p>	<ul style="list-style-type: none"> • How do groups of people influence one another? • What part of the francophone world intrigues you? 	<p><u>Video</u></p> <p>View a cultural video on a French speaking country. Turn off the narration and have students identify their observations. Report back and share their observations with the whole group.</p> <p><u>Travel Critic</u></p> <p>Write a newspaper critic on the best francophone countries to visit and include the reasons for your selection(s).</p>	<p><u>Discovering French Blanc (DFB)</u></p> <p>workbook PE, pp 147-156</p> <p><u>Francophone Countries</u> http://www.francophonecountries.webs.com/</p> <p><u>The French-Speaking World (Francophony)</u> http://campus.murraystate.edu/academic/faculty/tsaintpaul/francophonie.htm</p>	<p>Reaching the various French-speaking countries in Europe and what means of transportation would be required.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
topics				
<p>Explain the importance of history and heroic figures in France and the francophone world.</p> <p>7.1.NH.B.5</p> <p>Converse on a variety of familiar topics and/or topics studied in other content areas.</p>	<ul style="list-style-type: none"> • How do different cultures interact to create a national and personal identity? • What role does nationalism or patriotism play in the development of one's personal and public identities? 	<p><u>Map Activity</u></p> <p>Using a World map, identify the french colonies.</p> <p><u>Editorial</u></p> <p>Write an editorial, giving and supporting your opinion about the colonization of the African countries.</p>	<p><u>Famous French People:</u></p> <p>http://www.biographyonline.net/people/famous/french.html</p> <p><u>Toussaint L'Ouverture:</u></p> <p>http://www.pbs.org/wgbh/ai/part3/3h326.html</p>	<p>The global impact of French history and colonization.</p>
<p>Select and describe cultural characteristics of a francophone country.</p> <p>7.1.NH.C.3</p> <p>Describe in writing people and things from the home and school environment.</p>	<ul style="list-style-type: none"> • What makes a culture unique? • How do Francophone cultures marry two or more different cultures? 	<p><u>Journal Entry</u></p> <p>Compare and contrast two countries from the Middle East, where French is used as an official and/or a second language. Provide detailed descriptions of its inhabitants, food, fashion, and music.</p> <p><u>Timeline</u></p> <p>In groups of 4-5 create a timeline showing dates of</p>	<p><u>Intercultural differences!</u></p> <p><u>A few stereotypes of how the French and Americans often see each other....</u></p> <p>http://www.understandfrance.org/France/Intercultural.html</p> <p><u>World Atlas: Timeline of France</u></p> <p>http://www.worldatlas.com/webimage/countrys/europe/f</p>	<p>Characteristics of various French colonies that are interchanged within cultures.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>important events in a French speaking country. The timeline must involve a theme such as an historical period, inventions, scientific discoveries, or popular culture. Students must include a minimum of 10 events/discoveries with an explanation of its importance in sentence form. All events must also be illustrated with images, drawings or photos and its importance explained by at least one sentence. Students will present the timeline on a poster board or in a creative Power Point presentation.</p> <p><u>Francophone Culture Collage</u></p> <p>In groups of 2 students will use images to show a culture point from a French speaking country such as food, architecture, daily life, holiday, etc. Each group</p>	<p>rance/frtimeln.htm</p> <p><u>Flags of French Speaking countries:</u></p> <p>http://www.learn-french-help.com/flags-of-french-speaking-countries.html</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>must include a minimum of 10 images that can be hand-drawn or digital image. In addition, on the back, students will describe how each of the pictures relates to the selected topic in well written French paragraphs.</p>		

Unit 2 Vocabulary

Unité II : Vocabulaire : Le monde Francophone

<u>Vocabulaire</u>	<u>Les pays francophones</u>		<u>Les verbes</u>
la langue maternelle la langue officielle la communauté l'organisation le groupe la majorité la minorité le centre la langue le dialecte l'accent les panneaux de signalisation routière la vie quotidienne les habitudes le passeport la musique le folklore les plats la cuisine régionale l'histoire les historiens les personnes importantes les personnalités le président les écrivains	L'Amérique et la France d'outre-mer <ul style="list-style-type: none"> • Le Canada • La Louisiane • Haïti • La Martinique et la Guadeloupe • La Guyane française • Tahiti • La Polynésie française • La Nouvelle Calédonie L'Europe <ul style="list-style-type: none"> • La Belgique • Le Luxembourg • La Suisse • Monaco L'Afrique du Nord <ul style="list-style-type: none"> • L'Algérie • Le Maroc • La Tunisie L'Afrique occidentale et central <ul style="list-style-type: none"> • Le Sénégal • La Côte d'Ivoire • La République Démocratique du Congo 	<ul style="list-style-type: none"> • Le Niger • La Mauritanie • La Guinée • Le Burkina Faso • Le Tchad • Le Mali • Le Togo • Le Bénin • Le Cameroun • Le Gabon • La République du Congo • La République Centrafricaine • Le Rwanda • Le Burindi • Madagascar • L'île Maurice • La Réunion • Le Laos • Le Cambodge • Le Viêtnam 	Être Se trouver Voyager Parler Danser Écouter Manger Utiliser Avoir besoin de Faire <u>Révision</u> Le temps La nourriture Les activités Les adjectifs descriptifs

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Presentation: Create a multimedia presentation on one continent (Middle East, Europe, or North America) where French is used as the official language or one of the official languages. Provide images, important information, landmarks, names of countries and capitals. Include in your presentation authentic music from the regions.</p> <p style="margin-top: 100px;">Provide Rubric</p>	<p>2. Travel Brochure or Blog: Create a travel brochure on a French-speaking country and present to class. Your presentation must convince your viewers that this will be the best trip of their lives.</p> <p style="margin-top: 100px;">Provide Rubric</p>