

World Languages Curriculum



French II: Unit Three

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 French fashion industry and its influence on the world**
- **The French designers and the dominance on world fashion and runways**
- **Department stores and boutiques in France**
- **French fashion vs. American fashion/ Quality vs. quantity**
- **The value of the Euro vs. the American Dollar**

Grade: 6-12	Unit: Three	Topic: Les achats et le shopping
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.B.5, 7.1.NH.C.1, 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
Demonstrate comprehension of short conversations and brief written messages related to the fashion industry. 7.1.NH.A.2	<ul style="list-style-type: none"> • What is fashion? • Who dictates fashion? • How is a fashion icon made? 	<p><u>Discussion</u></p> <p>Read an authentic magazine article and discuss with a partner in the target language.</p>	<p>Discovering French Blanc (DFB) DVD and CD modules</p> <p><u>What is Fashion?</u> http://www.pbs.org/newshour/extra/1999/10/what-is-fashion/</p>	<p>French teenagers and fashion.</p> <p>Fashion magazines</p> <p>Eau de Parfum and Eau de Toilette</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Demonstrate comprehension of a series of oral and written directions, commands, and 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>7.1.NH.A.5</p> <p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p>		<p><u>Guess Who</u></p> <p>Provide students with various designer clothing images and designer names, sentences describing the images and have them identify and label accordingly.</p>	<p><u>Elle Article</u> http://www.elle.fr/Beaute/News-beaute/Make-up/On-adore-le-look-K-Pop-du-defile-croisiere-Chanel-de-Seoul-2948226</p> <p><u>Les jeunes et la mode</u> http://adolescentsetmode.e-monsite.com/pages/2-la-mode-influence-les-jeunes-1.html</p> <p><u>La mode chez les jeunes: danger ou bienfait?</u> http://www.lemauricien.com/article/la-mode-chez-les-jeunes-danger-ou-bienfait</p> <p><u>La mode chez les Ados</u> https://modechezlesados.wordpress.com/</p>	<p>Designer bags</p>
<p>Indicate the significant role of fashion in France and its global impact.</p> <p>7.1.NH.A.3</p> <p>Recognize some common</p>	<ul style="list-style-type: none"> • What is France’s fashion impact globally? • To what extent does fashion reflect or influence culture? 	<p><u>Fashion Show</u></p> <p>Have a make believe fashion show in your class. Select students to walk the runway, and commentators to describe the pieces of</p>	<p><u>France et la mode</u> http://www.france.fr/mode-et-metiers-dart/mode.html</p>	<p>Global influences of Paris’ fashion</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>gestures and cultural practices associated with target culture(s).</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>	<ul style="list-style-type: none"> How am I viewed because of my fashion choices? 	<p>clothing worn by the models.</p> <p><u>Facebook Designer Page</u></p> <p>Create a make belief Facebook page in French for your favorite designer. Include name, profile picture, education and any other criteria that is acceptable by facebook.</p>		
<p>Discuss chronological events of the growth of fashion industry in France.</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.B.5</p> <p>Converse on a variety of familiar topics and/or</p>	<ul style="list-style-type: none"> How was the fashion industry in France Launched? (How did Chanel, Dior, Yves Saint Laurent) Why is France culture associated with the cutting edge of fashion? 	<p><u>Photo Shoot</u></p> <p>Select a French designer and create a photo shoot on a poster. Introduce and present the designs to your audience in the target language.</p> <p><u>Biography</u></p> <p>Select your favorite designer and write his/her biography based on research. Read your biography in the target</p>	<p><u>Christian Dior</u> https://www.youtube.com/watch?v=u_RC9Cxjqig</p> <p><u>Coco Chanel</u> https://www.youtube.com/watch?v=y-lcyN1inLI</p>	<p>The individuality and exclusivity of Haute Couture.</p> <p>Fashion icons and symbols</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
topics studied in other content areas.		language to the audience and allow a Q & A session. <u>Discussion</u> In pairs, discuss the importance of fashion in your culture.		
Create a multimedia rich presentation that compares and contrasts American and French designs and designers. 7.1.NH.C.1 Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia-rich presentation to be shared virtually with a target language audience.	<ul style="list-style-type: none"> • What is the impact of French fashion on American designers? • How does the culture of fashion in France influence global fashion events? (i.e. New York’s Fashion Week) 	<u>Interviews</u> In groups of 3, interview models based on the criteria set by your house of fashion. Conduct an interview and then present to the group.	<u>New York Fashion Week</u> http://newyorkfashionweeklive.com/ <u>Fashion Week Calendar</u> http://fashionweekonline.com/calendar	The notion of models as unhealthy individuals.
Indicate the value of cultural products by comparing and contrasting	<ul style="list-style-type: none"> • What is “Haute Couture”? who are its clients? 	<u>Venn Diagram</u> Compare and contrast French Haute Couture and	<u>The secret world of Haute Couture</u> https://www.youtube.com/watch?v=Wqkgo6fV8q8	Celebrities and Haute Couture

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>with local products.</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> <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"> • Is “fashionable” the same in all countries? • What is “Prêt-à-Porter”? • How is the emphasis on quality over quantity reflected in French culture? 	<p>“Prêt-à-Porter”</p> <p><u>Shopping Spree</u></p> <p>Prepare a shopping list with prices in euros. Provide the allocated monies in dollars. Based on the current currency rates, have students select the items they can purchase on their set budgets.</p>	<p>Mode à Paris http://www.modeaparis.com/en</p> <p>Prêt-à-Porter https://www.youtube.com/watch?v=665OZ846Xk0</p> <p>Currency Converter http://www.xe.com/currencyconverter/</p>	
<p>Describe shopping experiences in the target language.</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>What are “les grands magasins”?</p> <p>What is the impact of pop culture on French fashion?</p> <p>Where do French teens shop?</p>	<p><u>Journal Entry</u></p> <p>Select a “grand magasins” in France, and write a journal entry explaining the various sections and items that you were intrigued by during your visit.</p> <p><u>Job Interview</u></p> <p>In groups of four, take turns conducting job interviews at a boutique by a team of three interviewers. Write</p>	<p><u>France Today: Les grand magasins</u> http://www.francetoday.com/articles/2010/04/22/les-grands-magasins.html</p>	<p>Galleries LaFayette Le Bon Marché Printemps</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
7.1.NH.C.3 Describe in writing people and things from the home and school environment.	What is shopping like in a French-speaking country?	down answers provided.		

Unit 3 Vocabulary

Unité III : Vocabulaire : Les achats et le shopping

Vocabulaire

Aller dans les magasins
 Aller dans une boutique
 Aller dans un grand magasin
 Marché aux puces
 Faire des achats
 Chercher
 Acheter
 Coûter
 Demander
 Demander le prix
 Porter
 Payer
 Penser
 Faire du lèche-vitrines
 Vendre
 Aller + l'infinif
 Avoir besoin de ...
 Avoir envie de ...

 Le client/la cliente
 Le vendeur/la vendeuse
 La vitrine
 Le prix
 La caisse
 Le choix
 Pardon Monsieur

Comment trouves-tu ... ?
 Qu'est-ce que tu penses de ... ?

Les adjectifs

Joli/jolie
 Élégant/élégante
 Génial/géniale
 Chouette
 À la mode
 Moche
 Démodé/démodée
 Petit/petite
 Grand/grande
 Court/courte
 Long/longue
 Cher/chère
 Bon marché

Les adjectifs démonstratifs

Ce
 Cet
 Cette
 Ces

Les adjectifs interrogatifs

Quel Quels
 Quelle Quelles

La comparaison avec les adjectifs

Plus cher que
 Moins cher que
 Aussi cher que

<p>Pardon Madame Assez Haute couture Prêt-porter Les marques Un modéliste/une modéliste</p> <p>C'est combien ? C'est ... Ça coûte combien? Ça coûte ... Combien coûte ...? Il coûte/Elle coûte</p>	<p><u>Révision</u> Les numéros Très Trop Beaucoup</p>

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create an imovie documentary on a French or American fashion Designer in the target language. The movie should be between 8-10 minutes long.</p> <p>Provide Rubric</p>	<p>2. Create a multimedia rich presentation on one of the themes provided:</p> <ul style="list-style-type: none"> ● Department Stores ● Specialized Boutiques ● European Designer ● Impact and globalization of French fashion ● Haute Couture <p>Provide Rubric</p>

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