

# **World Languages Curriculum**



## **French II: Unit Four**

### **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><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 amount of leisure time available and how it is spent varies among cultures**
- **Weekend sports and activities**
- **The presence and impact of Social Media and Internet on French teenagers**
- **The legal driving age in France, rules and regulations**

<b>Grade: 6-12</b>	<b>Unit: Four</b>	<b>Topic: Vive le Weekend!</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.NH.A.2, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.1, 7.1.NH.B.2, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 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
Identify and discuss aspects of teen culture in France including sports, weekend activities, and leisure.  <b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or	<ul style="list-style-type: none"> <li>• What do you do on the weekends?</li> <li>• What do you learn about other cultures from various activities?</li> <li>• Where do French teens go on weekends?</li> </ul>	<p><b><u>Graphing</u></b></p> Graph time spend on leisure activities of a typical French teenager. Compare to that of a typical American teenager. <p><b><u>Role Play</u></b></p> Pair students to discuss their	<p><b>Les loisirs</b>  <a href="http://www.french.hku.hk/dcmScreen/lang2043/tempslibre.htm">http://www.french.hku.hk/dcmScreen/lang2043/tempslibre.htm</a></p> <p><b>Les cafés</b>  <a href="http://apprendre.tv5monde.com/fr/apprendre-francais/cultures-les-cafes-les-restaurants">http://apprendre.tv5monde.com/fr/apprendre-francais/cultures-les-cafes-les-restaurants</a></p>	Culture of Café to meet friends

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>written descriptions.</p> <p><b>7.1.NH.A.6</b></p> <p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>		<p>weekend plans, including outings with friends, visiting family and playing sports.</p> <p><b><u>Dialogues</u></b></p> <p>Pair students to create original dialogues in a café and act it out in front of the group.</p>	<p><a href="http://awomansparis.com/2013/07/14/la-culture-des-cafes-a-paris/">http://awomansparis.com/2013/07/14/la-culture-des-cafes-a-paris/</a></p> <p><a href="http://www.20minutes.fr/societe/605915-20101007-societe-les-cafes-francais-coup-barre">http://www.20minutes.fr/societe/605915-20101007-societe-les-cafes-francais-coup-barre</a></p>	
<p>Identify and discuss aspects of teen culture in France including social media, cellular phones, and Internet use and protocol.</p> <p><b>7.1.NH.B.4</b></p> <p>Ask and respond to questions, make requests, and express preferences in various social situations.</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</p>	<ul style="list-style-type: none"> <li>• Do you have a Social Media profile?</li> <li>• How have social media and smartphones changed human communication?</li> <li>• What are the similarities and differences on Internet and Social Media use among French and American teens?</li> </ul>	<p><b><u>Twitter</u></b></p> <p>Teacher: Tweet about Internet safety on your French Twitter account.</p> <p>Students: respond and comment on the tweet within the Internet guidelines and protocols.</p> <p><b><u>Advertisement</u></b></p> <p>Create an Internet ad soliciting young teenagers to participate in after school activities, such as sports or leisure activities.</p>	<p><b>Le monde de l’Internet</b></p> <p><a href="http://www.internetsociety.org/fr/que-faisons-nous/pourquoi-c%E2%80%99est-important">http://www.internetsociety.org/fr/que-faisons-nous/pourquoi-c%E2%80%99est-important</a></p> <p><b>Twitter.fr</b></p> <p><a href="https://twitter.com/?lang=fr">https://twitter.com/?lang=fr</a></p> <p><b>Jeunes et Médias</b></p> <p><a href="http://www.jeunesetmedias.ch/fr/opportunites-et-risques/reseaux-sociaux.html">http://www.jeunesetmedias.ch/fr/opportunites-et-risques/reseaux-sociaux.html</a></p> <p><a href="http://knowledgex.camh.net/amhspecialists/resources_fa">http://knowledgex.camh.net/amhspecialists/resources_fa</a></p>	<p>The cyber world</p> <p>Internet Safety rules</p> <p>Internet protocols</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
vocabulary orally or in writing.			<a href="#">milies/Pages/FR_youth_interactive_media.aspx</a>  <b><u>Éducation aux médias</u></b> <a href="http://www.lepointdufle.net/education_aux_medias.htm">http://www.lepointdufle.net/education_aux_medias.htm</a>	
<p>Identify and discuss driving laws in France, including legal driving age, speed limit and road signs.</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><b>7.1.NH.A.5</b></p> <p>Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.A.6</b></p>	<ul style="list-style-type: none"> <li>• What is the legal driving age in France and in the United States?</li> <li>• How are car brands, speed limits, and driving laws in France reflective of French culture?</li> <li>• How do the systems of measure in the US and France differ?</li> </ul>	<p><b><u>Permit de Conduire</u></b></p> <p>Create a French Driver’s License including all the information found on an authentic license in the target language.</p> <p><b><u>Calculation</u></b></p> <p>Provide students with a brief passage describing a trip from one place to another in a French region. Based on the speed limit in kilometers, calculate the time needed to travel from one place to another.</p> <p><b><u>Matching Activity</u></b></p> <p>Students will match road signs and their meaning and significance.</p>	<p><b>Discovering French Blanc (DFB)</b></p> <p>DVD and CD modules</p> <p><b>Les transports</b>  <a href="http://web.cortland.edu/flteach/civ/transpor/transp.htm">http://web.cortland.edu/flteach/civ/transpor/transp.htm</a></p> <p><b>Driving Rules</b>  <a href="http://travelcenter.discoverfrance.net/car-leasing/driving_in_france.shtml">http://travelcenter.discoverfrance.net/car-leasing/driving_in_france.shtml</a></p> <p><a href="http://www.french-property.com/reference/driving-france-road/">http://www.french-property.com/reference/driving-france-road/</a></p> <p><b>Les panneaux de la signalisation routière</b>  <a href="http://exercices.free.fr/diver">http://exercices.free.fr/diver</a></p>	<p>The culture of mobylette and scooter in France and large cities</p> <p>Legal driving age</p> <p>Auto-école</p> <p>Driving bans in Paris</p> <p>Driving rules, speed limits and road signs</p> <p>Authentic print material in the form of French Driver’s License</p>

<b>NJDOE Student Learning Objectives</b>	<b>Essential Question</b>	<b>Sample Activities</b>	<b>Resources</b>	<b>Cultural Products, Practices, and Perspectives</b>
<p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p>			<p><a href="http://s/route/index.htm">s/route/index.htm</a></p> <p><b>Conversion- MPH to KPH</b>  <a href="http://www.metric-conversions.org/speed/kilometers-per-hour-to-miles-per-hour.htm">http://www.metric-conversions.org/speed/kilometers-per-hour-to-miles-per-hour.htm</a></p> <p><b>Service Public Français</b>  <a href="http://vosdroits.service-public.fr/particuliers/N530.xhtml">http://vosdroits.service-public.fr/particuliers/N530.xhtml</a></p> <p><b>À deux roues</b>  <a href="http://www.service-public.fr/actualites/002632.html">http://www.service-public.fr/actualites/002632.html</a></p> <p><b>Code Route - Test</b>  <a href="http://www.coderoute.com/offre/test/">http://www.coderoute.com/offre/test/</a></p> <p><b>Alex et Compagnie</b>  <a href="https://www.aviva.fr/jahia/Jahia/site/avivafr/accueil/conseil-assurance/prevention-routiere/securite-routiere/jeu-alex-et-cie">https://www.aviva.fr/jahia/Jahia/site/avivafr/accueil/conseil-assurance/prevention-routiere/securite-routiere/jeu-alex-et-cie</a></p>	<p>The metric system followed in Europe.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Discuss common modes of transportation in the francophone world.</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 response.</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>	<ul style="list-style-type: none"> <li>• How does population and space impact transportation?</li> <li>• How does transportation differ across the francophone world?</li> <li>• What does sustainable transportation look like?</li> </ul>	<p><b><u>Survey</u></b></p> <p>Students conduct a survey on the type of transportation used by their peers within the class and create a chart with percentages.</p> <p><b><u>Directions</u></b></p> <p>Follow directions provided by the teacher in the target language and trace the path you must follow on a map to arrive to the destination.</p> <p><b><u>Travel Agent</u></b></p> <p>In groups of 2-3 students will create a travel plan for a family for a trip to the francophone world. Use different modes of travel.</p>	<p><b>Train</b></p> <p><a href="http://www.eurail.com/europe-by-train/france#traintypes">http://www.eurail.com/europe-by-train/france#traintypes</a></p> <p><b>Public Transportation</b></p> <p><a href="http://www.tripadvisor.com/Travel-g187147-s303/Paris:France:Public.Transportation.html">http://www.tripadvisor.com/Travel-g187147-s303/Paris:France:Public.Transportation.html</a></p> <p><b>Le Métro - Paris</b></p> <p><a href="http://www.plandeparis.info/metro-paris/metro-paris.html">http://www.plandeparis.info/metro-paris/metro-paris.html</a></p>	<p>Transportation means: EuroRail and TGV</p> <p>Le Métro</p>
<p>Compare and contrast the automotive industry in the francophone world and the United States.</p>	<ul style="list-style-type: none"> <li>• What are the most popular car brands in France? and in the United States?</li> </ul>	<p><b><u>Car Dealership</u></b></p> <p>In groups of two, one being a car dealer and the other a buyer, discuss and negotiate</p>	<p><b>Les marques de voiture française</b></p> <p><a href="http://www.motorlegend.com/marque-voiture-">http://www.motorlegend.com/marque-voiture-</a></p>	<p>Automotive Brands: Renault, Peugeot and Citroën</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>7.1.NH.A.5</b>                      Demonstrate comprehension of short conversations and brief written messages on familiar topics.</p> <p><b>7.1.NH.B.1</b>                      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>                      Converse on a variety of familiar topics and/or topics studied in other content areas.</p> <p><b>7.1.NH.C.5</b>                      Tell or write about cultural products associated with the target culture(s), and simulate common cultural</p>	<ul style="list-style-type: none"> <li>• What is the role of the automotive industry in the French economy?</li> <li>• Is the luxury car market in France equivalent to the luxury car market in the United States?</li> </ul>	<p>your new purchase at the best market value price.</p> <p><b><u>Searching for Advertisements</u></b>                      Provide various ads from authentic newspapers or Internet ads. Have students read and report back to the group on the type of vehicle, color, cost, etc... is in their ad.</p> <p><b><u>Compare and Contrast</u></b>                      Compare and contrast a French and an American made cars, including size, models, price, etc...</p>	<p><b><u>francaise.html</u></b></p> <p><b>Site Officiel - Peugeot</b>  <a href="http://www.peugeot.fr/">http://www.peugeot.fr/</a></p> <p><b>Site Officiel - Renault</b>  <a href="http://group.renault.com/">http://group.renault.com/</a></p> <p><b>Discovering French Blanc (DFB)</b>                      Textbook p.492-493</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
practices.				

## Unit 4 Vocabulary

<u>Vocabulaire</u>	<u>Expressions de temps</u>	<u>Les verbes</u>
à la maison	Hier	Aller/ Aller + l'infinif
au ciné	Hier matin	Aller dans les magasins
au café	Hier soir	Rester
au stade	L'été prochain	Jouer
à la piscine	L'été dernier	Acheter
à la plage	L'année dernière	Chercher
à la pêche	Le weekend	Entrer
à la campagne	Le weekend passé	Écouter
une forêt	Le weekend prochain	Rentrer
une rivière	Après	Passer
un lac	Avant	Assister à
un pique-nique	D'abord	Étudier
un film	Enfin	Monter
une pièce de théâtre	Ensuite	Descendre
une promenade	Finally	Ranger les affaires
un billet	Pendant	Prendre
le métro	Maintenant	Partir
le bus	Aujourd'hui	Jouer aux sports
la voiture	Ce weekend	Faire un tour
à pied	Ce matin	Faire une promenade
les devoirs	Ce mois-ci	Faire une randonnée
un magasin	Ce soir	Faire un pique-nique

<p>un grand magasin                  une boutique                  Un café/au café                  Un restaurant/au restaurant                  Une boîte de nuit/aller dans une boîte de nuit                  Les marques de voitures                  La distance                  Un kilomètre                  Une auto-école                  Le permis de conduire                  Les panneaux de la signalisation routière                  La vitesse                  La loi</p>	<p>Demain                  Après demain                  Samedi prochain                  Le weekend prochain                  La semaine prochaine</p>	<p>Voir                  Conduire    <u><b>Révision</b></u>                  Les couleurs                  L'heure                  Les sports</p>
---	---	--



## Unit Project (Choose 1)

<b>Unit Project (Choose 1)</b>	
<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<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"> <li>● Department Stores</li> <li>● Specialized Boutiques</li> <li>● European Designer</li> <li>● Impact and globalization of French fashion</li> <li>● Haute Couture</li> </ul> <p>Provide Rubric</p>