

# World Languages Curriculum



## **French II: Unit Five** **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**

- **A country’s workforce is the leading entity for the economic growth**
- **Searching for employment through various media advertisements**
- **Writing a Curriculum Vitae as an overview of a person’s experiences and qualifications**
- **Abiding by employment laws and vacation time**
- **Following office protocol and professional dress code**

<b>Grade: 6-12</b>	<b>Unit: Five</b>	<b>Topic: Le monde du boulot</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.NH.A.1, 7.1.NH.A.4, 7.1.NH.B.2, 7.1.NH.B.4, 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
Identify and discuss employment aspects, including employment laws, minimum wage, vacation time, unemployment rates, and retirement.	<ul style="list-style-type: none"> <li>• Who are the professionals in France and the francophone world?</li> <li>• What are the top 10 jobs in France and in the United States?</li> <li>• What are employment</li> </ul>	<p><b><u>Compare and Contrast</u></b></p> <p>Compare and contrast the top paying jobs in France and in the United States</p>	<p><b>Discovering French Rouge (DFR)</b></p> <p>Textbook: p. 394-401</p> <p>DVD: Unit 10</p> <p>CD 12: Tracks 1-5</p> <p>Workbook: p. 168-171</p>	<p>Professional work force</p> <p>Laws of employment and August as the month of</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>7.1.NH.A.1</b> Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>7.1.NH.A.4</b> Identify people, places, objects, and activities in daily life based on oral or written descriptions.</p> <p><b>7.1.NH.B.4</b> Ask and respond to questions, make requests, and express preferences in various social situations.</p> <p><b>7.1.NH.B.5</b> Converse on a variety of familiar topics and/or topics studied in other</p>	<p>laws?</p> <ul style="list-style-type: none"> <li>• How are working conditions and worker rights reflective of culture?</li> <li>• What are the roles of gender and age in the workplace?</li> <li>• What are the unemployment rates in France?</li> <li>• What is the legal retirement age?</li> </ul>	<p><b><u>Percentile</u></b> Find the percentage of French citizens who go on vacation and compare it to the United States citizens who go on vacation. Analyze and discuss reasons.</p> <p><b><u>Interviews</u></b> In groups of four, students will conduct interviews: one candidate and three interviewers. Based on the employment position, students will create six questions to ask the candidate.</p> <p><b><u>Graph</u></b> Provide unemployment rates in Paris and New York and design a graph indicating the rates from 2005-2015.</p>	<p><b>Modes of Travel</b> <a href="http://www.psychologies.com/Travail/Vie-professionnelle/Relations-professionnelles/Articles-et-Dossiers/Etudiants-bienvenue-dans-le-monde-du-travail">http://www.psychologies.com/Travail/Vie-professionnelle/Relations-professionnelles/Articles-et-Dossiers/Etudiants-bienvenue-dans-le-monde-du-travail</a></p> <p><b>Forbes: Top 10 jobs</b> <a href="http://www.forbes.com/sites/susanadams/2015/01/27/the-ten-most-promising-jobs-of-2015/">http://www.forbes.com/sites/susanadams/2015/01/27/the-ten-most-promising-jobs-of-2015/</a></p> <p><b>Highest paying jobs in France</b> <a href="http://www.theexpathub.com/best-paying-jobs-in-france/3377/">http://www.theexpathub.com/best-paying-jobs-in-france/3377/</a></p> <p><b>Le monde des jeunes</b> <a href="http://www.lemonde.fr/campus/article/2015/02/03/un-tiers-des-jeunes-francais-voudraient-creer-leur-entreprise_4569037_4401467.html">http://www.lemonde.fr/campus/article/2015/02/03/un-tiers-des-jeunes-francais-voudraient-creer-leur-entreprise_4569037_4401467.html</a></p>	<p>vacation</p> <p>Number of young college graduates and employment.</p> <p>Retirement age</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>content areas.</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><u>Venn Diagram</u></b></p> <p>Compare and contrast the information needed to apply for unemployment.</p> <p><b><u>Dialogues</u></b></p> <p>In pairs, students discuss the legal retirement age in France and in the United states, including various professions that one might be eligible to retire after a certain number of service years.</p>	<p><b>Le Figaro- étudiant</b>  <a href="http://etudiant.lefigaro.fr/les-news/actu/detail/article/inso-lite-que-font-vraiment-les-jeunes-durant-leurs-etudes-10871/">http://etudiant.lefigaro.fr/les-news/actu/detail/article/inso-lite-que-font-vraiment-les-jeunes-durant-leurs-etudes-10871/</a></p> <p><b>Bureau of Labor Statistics</b>  <a href="http://www.bls.gov/home.htm">http://www.bls.gov/home.htm</a></p> <p><a href="http://travail-emploi.gouv.fr/">http://travail-emploi.gouv.fr/</a></p>	
<p>Develop and design a professional CV in the target language.</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 do I communicate in the professional world in both written and spoken French?</li> <li>• How does written and spoken language change in different situations? (i.e. The workplace, school, hanging with friends)</li> <li>• How do the</li> </ul>	<p><b><u>Write a CV</u></b></p> <p>Provide a format and have students write their own CV in French.</p> <p><b><u>Compare and Contrast</u></b></p> <p>Compare and contrast a CV with a Resume and discuss with a partner similarities and differences.</p>	<p><b>How to write a CV</b>  <a href="https://www.youtube.com/watch?v=hRDM10R2c9g">https://www.youtube.com/watch?v=hRDM10R2c9g</a></p> <p><b>CV vs. Resume</b>  <a href="http://writingcenter.unc.edu/handouts/curricula-vitae-cvs-versus-resumes/">http://writingcenter.unc.edu/handouts/curricula-vitae-cvs-versus-resumes/</a></p>	<p>Differences in Resume and CV writing</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p><b>7.1.NH.C.3</b> Describe in writing people and things from the home and school environment.</p>	<p>requirements for jobs differ across cultures?</p>			
<p>Interpret and demonstrate comprehension of culturally appropriate employment quests.</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 practices.</p>	<ul style="list-style-type: none"> <li>• Where do you search for employment?</li> <li>• How do one’s talents and interests influence a future career choice?</li> <li>• How does career choice impact an individual’s quality of life?</li> </ul>	<p><b><u>Employment Search</u></b> Provide students with various authentic pages of employment ads. Assign students to search for a particular ad i.e. banker. Have students circle their ad and then describe it in their own words to their peers. Students will guess the type of employment from the description provided.</p> <p><b><u>Wanted ad</u></b> Design culturally appropriate media advertisement in the wanted section in the target language.</p>	<p><b>Pôle Emploi</b> <a href="http://www.pole-emploi.fr/candidat/">http://www.pole-emploi.fr/candidat/</a></p> <p><b>Expatica</b> <a href="http://jobs.expatica.com/france/home.html">http://jobs.expatica.com/france/home.html</a></p> <p><b><u>Discovering French Rouge (DFR)</u></b> Textbook: p. 392-393 Textbook: p. 397</p>	<p>Employment searches via employment agencies, newspaper ads, and Internet sites.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Express and explain comprehension of culturally appropriate office protocol and dress code in a professional environment.</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>• What is the role of fashion/dress in the workplace?</li> <li>• How does culture influence our concept of professionalism?</li> <li>• What is the impact of culture on office protocols?</li> </ul>	<p><b><u>Compare and Contrast</u></b></p> <p>Assign students various professions and in pairs have them compare and contrast the dress codes in France and in the United States.</p> <p><b><u>Role Play</u></b></p> <p>In pairs students will demonstrate proper office protocol in France and the Francophone world.</p> <p><b><u>Poem/Journal Writing</u></b></p> <p>Student will write a haiku about the French workplace and share with the class.</p>	<p><b>Bows-n-Ties</b>  <a href="http://www.bows-n-ties.com/mens-fashion-tips/business-attire-and-etiquette-in-france/">http://www.bows-n-ties.com/mens-fashion-tips/business-attire-and-etiquette-in-france/</a></p> <p><b>Business etiquette</b>  <a href="http://businessculture.org/western-europe/business-culture-in-france/business-etiquette-in-france/">http://businessculture.org/western-europe/business-culture-in-france/business-etiquette-in-france/</a></p> <p><b>Professional Portfolio</b>  <a href="http://www.scholastic.com/teachers/article/professional-portfolio">http://www.scholastic.com/teachers/article/professional-portfolio</a></p> <p><b>Examples of Haiku Poems</b>  <a href="http://examples.yourdictionary.com/examples-of-haiku-poems.html">http://examples.yourdictionary.com/examples-of-haiku-poems.html</a></p>	<p>Office protocol, dress code and business etiquette.</p>

## Unit 5 Vocabulary

### Unité V : Vocabulaire : Le monde du travail

<u>Vocabulaire</u>	<u>Les métiers</u>	<u>Les verbes</u>	<u>Les adjectifs</u>
L'emploi L'emploi du travail L'agence Le bureau de placement Le contrat Le chômage La retraite L'âge de la retraite La retraite anticipée Le boulot Le candidat L'employé/l'employée Le patron L'entreprise L'usine Le salaire Les congés payés Les grandes vacances Mal payé Bien payé Les études Un étudiant/une étudiante Un diplôme Un rêve Une usine Un entretien	Un mécanicien/ une mécanicienne un métier/ une profession un musicien/ une musicienne un pâtissier/ une pâtissière un serveur/ une serveuse un teinturier/ une teinturière un traducteur/ une traductrice un vendeur / une vendeuse un vétérinaire/ une vétérinaire un agriculteur/ une agricultrice un architecte/ une architecte un artiste/ une artiste un avocat/une avocate un chanteur/ une chanteuse un coiffeur / une coiffeuse un comptable/ une comptable un couturier/ une couturière un cuisinier/ une cuisinière un décorateur/ une décoratrice un informaticien/ une informaticienne un journaliste/ une journaliste un juge/ une juge un libraire/une libraire un marchand/ une marchande un interprète/ une interprète un ouvrier/ une ouvrière	un infirmier/ une infirmière un entrepreneur un mannequin un chauffeur un ingénieur un auteur un médecin un plombier Trouver Chercher Employer Demander Appliquer/Postuler Terminer Réparer Soigner Finir Être Avoir Avoir du succès Avoir de l'argent Avoir de la chance Être fauché Être sans sous Faire des études	Diplômé/diplômée Licencié/licenciée Réussi/réussie Retenu/retendue Courageux/courageuse Intruit/instruite Cultivé/cultivée Fauché/fauchée Pauvre Riche

Une annonce d'emploi Un journal Sur internet			
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### Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create and design a professional portfolio in the target language; include your CV, 2 reference letters (obtained from peers) in the target language, evaluations (including your highest score assessments), professional activities, affiliations, etc...</p> <p>Provide Rubric</p>	<p>2. In groups of four, create a video interview segment of 8-10 minutes long, interviewing one candidate and an interview panel of three. Videos will be presented and judged by the audience using a rubric.</p> <p>Provide Rubric</p>