

# **World Languages Curriculum**



## **French II: Unit Six**

### **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**

- **Idealization of pop artists**
- **Parallels exist globally**
- **There are multiple forms of art dominating each culture**
- **The influence of pop music, Rap and other genres**

<b>Grade: 6-12</b>	<b>Unit: Six</b>	<b>Topic: La culture pop</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> <b>7.1.NM.A.5, 7.1.NM.C.1, 7.1.NM.C.4, 7.1.NM.C.5, 7.1.NH.A.1, 7.1.NH.A.4, 7.1.NH.A.5, 7.1.NH.A.6, 7.1.NH.B.4, 7.1.NH.C.2, 7.1.NH.C.4</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
Identify and describe culturally authentic characters that influence French teen culture.  <b>7.1.NH.A.1</b>  Recognize familiar words and phrases, understand the main idea, and infer the meaning of some	<ul style="list-style-type: none"> <li>• Who is Tintin and what is the impact on the French culture?</li> <li>• How do pop culture icons in the French and Francophone world reflect</li> </ul>	<p><b><u>Video</u></b></p> <p>Watch a segment from Tintin’s animated movie. In groups of three, have students discuss the scene and their observations and report back to the class.</p>	<p><b><u>Tintin</u></b>  <a href="http://fr.tintin.com/">http://fr.tintin.com/</a></p> <p><b><u>Les aventures de Tintin- Partie 1</u></b>  <a href="https://www.youtube.com/watch?v=BY2zDxIcNO4">https://www.youtube.com/watch?v=BY2zDxIcNO4</a></p>	Astérix le Gaulois

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<p>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.NM.C.5</b></p> <p>Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p> <p><b>7.1.NH.C.4</b></p> <p>Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p>		<p><b><u>Re-imagine a Story</u></b></p> <p>Using one of the stories from Tintin, have students write a revision that offers a reinterpretation of the story, using as much creativity as possible.</p> <p><b><u>Animation/comic</u></b></p> <p>In groups of three or four, students will design and create their own mini comic book including sentences and expressions in French.</p>	<p><b><u>Les aventures de Tintin- partie 6</u></b>  <a href="https://www.youtube.com/watch?v=ix-AMbRiaKU">https://www.youtube.com/watch?v=ix-AMbRiaKU</a></p>	
<p>Identify aspects of pop culture in France regarding the music industry.</p>	<ul style="list-style-type: none"> <li>• What makes a pop star, a celebrity?</li> <li>• Who are the pop stars in the French culture?</li> <li>• What is the role of pop</li> </ul>	<p><b><u>Venn Diagram</u></b></p> <p>Using a Venn Diagram, compare and contrast a pop star from France/Francophone world and the US. Students will</p>	<p><b><u>Discovering French Rouge (DFB)</u></b></p> <p>L’histoire de la musique Française</p> <p>Textbook p.176-183</p>	<p>The perspective of Fame in France and the Francophone world</p> <p>La musique Française</p>

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<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.A.6</b> Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p><b>7.1.NH.C.4</b> Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.</p> <p><b>7.1.NH.C.2</b> Create and present brief messages, poems, rhymes,</p>	<p>culture in our society?</p>	<p>work on various pop stars.</p> <p><b><u>Presentation</u></b> Select a French pop star at random; each student prepares description/information of at least six sentences, then assumes the character and introduces him/herself to the class. Sentences should include birthplace, physical description, family, and accomplishments.</p> <p><b><u>Reading Comprehension</u></b> In groups, assign one scene for every “Acte” per group from DFB textbook pp 526-532.  Have students read and discuss the assigned scene. Have students report back in order of the acts and scenes, to complete the story. (Teacher may provide</p>	<p><b><u>French Music Blog</u></b> <a href="http://www.frenchmusicblog.com/">http://www.frenchmusicblog.com/</a></p> <p><b><u>Médias, informations, et culture</u></b> <a href="http://sites.middlebury.edu/french-lexique/medias-informations-et-culture/">http://sites.middlebury.edu/french-lexique/medias-informations-et-culture/</a></p> <p><b>Discovering French Blanc (DFB)</b> Textbook p. 526-532 Quelle Soirée</p>	<p>L’Olympia</p> <p><b><u>The classics:</u></b></p> <ul style="list-style-type: none"> <li>- Dalida</li> <li>- Claude François</li> <li>- Christophe</li> <li>- Johnny Halliday</li> <li>- Sylvie Vartan</li> <li>- Charles Aznavour</li> <li>- Nana Mouskouri</li> </ul> <p><b><u>New generation:</u></b></p> <ul style="list-style-type: none"> <li>- Manu Chao</li> <li>- Patrick Bruel</li> <li>- Amel Bent</li> <li>- Alizée</li> </ul>

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songs, short plays, or role-plays using familiar vocabulary orally or in writing.		guiding questions) <u><b>Original Song</b></u> Create an original song in French. (Students may use the music of a song they like and add French lyrics)		
Identify aspects of the French TV and movie industry and its reigning stars. <b>7.1.NM.C.4</b> Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing. <b>7.1.NH.A.5</b> Demonstrate comprehension of short conversations and brief written messages on familiar topics. <b>7.1.NH.A.6</b>	<ul style="list-style-type: none"> <li>• Who are the leading men and women in the French movie industry? and French TV?</li> <li>• How does pop culture reflect the values of a society?</li> </ul>	<u><b>Movie Synopsis</b></u> Teacher provides various movie synopses in French (age and level appropriate), and assigns students in groups of two or three to read and discuss the synopsis. Students will then share their findings with the group. <u><b>Matching Manipulatives</b></u> Post various French actors/actresses pictures around the classroom. Provide students information pertaining to each star, including name, descriptions,	<u><b>French Culture - TV</b></u> <a href="http://frenchculture.org/film-tv-and-new-media/french-tv/86">http://frenchculture.org/film-tv-and-new-media/french-tv/86</a>  <u><b>TV5monde</b></u> <a href="http://apprendre.tv5monde.com/">http://apprendre.tv5monde.com/</a>  <u><b>Le cinéma</b></u> <a href="http://cinema.tv5monde.com/">http://cinema.tv5monde.com/</a>  <u><b>Discovering French Blanc (DFB)</b></u>	French Legends- Movies and TV <u><b>French Icons:</b></u> <ul style="list-style-type: none"> <li>- Alain Delon</li> <li>- Jean-Paul Belmondo</li> <li>- Catherine Deneuve</li> <li>- Brigitte Bardot</li> <li>- Isabelle Adjani</li> <li>- Juliette Binoche</li> <li>- Gérard Depardieu</li> <li>- Audrey Tautou</li> </ul> Fête du cinéma Le César Festival de Cannes

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Identify the main idea and other significant ideas in readings from age- and level-appropriate, culturally authentic materials.</p> <p><b>7.1.NM.C.1</b></p> <p>Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>		<p>accomplishments, etc... In groups of three, students will place their information under the pictures.</p> <p><b><u>Game</u></b></p> <p>In groups of three, choose a movie you have seen recently or any movie of your choice. Compose a paragraph in French describing the movie. Spokesperson of the group will read aloud the description to the class as they try to guess the title of the movie.</p> <p><b><u>Poster</u></b></p> <p>Make an electronic poster in French on Glogstr of your favorite movie.</p>	<p>DVD Disk 1            CD 3 Track 1            CD 9 Track 1-6            Textbook p. 206/207</p> <p><b><u>Festival de Cannes</u></b>  <a href="http://www.festival-cannes.fr/en.html">http://www.festival-cannes.fr/en.html</a></p> <p><b><u>Discovering French Blanc (DFB)</u></b>            Textbook p. 215</p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Identify aspects of Rap music and its influence on the French teen culture.</p> <p><b>7.1.NM.A.5</b></p> <p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</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.NM.C.1</b></p> <p>Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target</p>	<ul style="list-style-type: none"> <li>• How does French Rap influence and reflect the culture?</li> <li>• How does music challenge culture?</li> <li>• How is Rap music reflective of urban culture in France?</li> </ul>	<p><b><u>Listen</u></b></p> <p>Listen to a French Rap song. Listen to it a second time with lyrics provided by the teacher. Pair students to think/pair/share their thoughts and the meaning/message behind the song.</p> <p><b><u>Radio talk show host Interview</u></b></p> <p>In pairs, students will conduct interviews of their favorite Rap artist in French. One student will play the role of the artist, the other will be the radio talk show host.</p> <p><b><u>Graphic Organizer</u></b></p> <p>Using a graphic organizer, students will identify the pros and cons of the effects of Rap music on children.</p>	<p><b><u>Toute l'actu du Rap Français</u></b></p> <p><a href="http://www.rapghetto.com/">http://www.rapghetto.com/</a></p> <p><b><u>Paroles (Lyrics)</u></b></p> <p><a href="http://www.paroles.net/">http://www.paroles.net/</a></p> <p><b><u>The 15 Best TV Series to Learn French for All Levels</u></b></p> <p><a href="https://www.talkinfrench.com/best-french-tv-series/">https://www.talkinfrench.com/best-french-tv-series/</a></p> <p><b><u>French Poems   Examples of French Poetry</u></b></p> <p><a href="http://www.poetrysoup.com/poems/french">http://www.poetrysoup.com/poems/french</a></p>	<p>Top Rap Artists from the Francophone World</p> <p>Male vs. female Rap Artists</p> <p>MC Solaar</p> <p>Keny Arkana</p> <p>DIAM</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>language audience.</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>Concert Advertisement</u></b></p> <p>Make an electronic poster on Glogstr advertising the concert of a French Rap artist. Teacher assigns various artists to students.</p> <p><b><u>Rap Song</u></b></p> <p>Create an original Rap song in French and perform in class.</p>		

## Unit 6 Vocabulary

### Unité VI : Vocabulaire : La culture pop

<u>Vocabulaire</u>		<u>Les verbes</u>	<u>Les adjectifs</u>
Les bandes dessinées	La musique	Écouter	Beau/belle
Les caractères	Le rock	Chanter	Génial/géniale
Un tirage	Le rap	Danser	Amusant/amusante
Une édition	Une chanson rap	Parler	Grand/grande
Un abonnement	Une chanson rock	Reporter	Petit/petite
Un abonné/ une abonnée	Une chanson classique	Visiter	Vieux/vielle
Une vedette	Une chanson folklorique	Rencontrer	Gentil/gentille
Une célébrité	Une émission	Sortir	Heureux/heureuse
Une chanson	Un défilé de mode	Retrouver	Mignon/mignonne
Un film	Un métrage	Accompagner	Ambitieux/ambitieuse
Un documentaire	Un concert	Lire	Impulsif/impulsive
Un drame	les médias	Voir	Triste
Un téléfilm	la presse	Faire	Sensible
Un film d'épouvante	la couverture médiatique	Être	Original
Un chanteur/une chanteuse	l'événement médiatique	Avoir	Pénible
Un acteur/une actrice	la presse régionale	Aller	Drôle
Un rappeur/une rappeuse	la presse féminine		Sympa
Un mannequin	la presse à sensation		Super
Un artiste/une artiste	la presse à scandale		Jeune
Un chanteur rock	l'agence de presse		Adorable
Un cuisinier	l'attaché(e) de presse		Riche
Un échetier	le communiqué de presse		Pauvre
Un présentateur de télé/une présentatrice de télé			Aimable
Un reportage			Égoïste
Une adaptation			Timide
			Bête



## Unit Project (Choose 1)

<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. In groups of four, students will re-enact a movie scene or create their own segment with a story line in French. iMovies will be presented to the whole group. Students are encouraged to use props, costumes, music, etc...</p> <p>Provide Rubric</p>	<p>2. Assign students various French stars from the music, TV, and movie industries and have them create a photo album/documentary on their famous stars. Students will present orally to the whole group.</p> <p>(Allow students to be creative: iMovies, PPT, Slide shows, Photo albums, etc...)</p> <p>Provide Rubric</p>