

World Languages Curriculum



French II: Unit Seven

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

- **Vacation is needed to relax and recharge**
- **Travel documentation is needed for identification purposes and entry to a foreign country**
- **The cultural richness of each region with its identifiers**
- **The importance of sports and health in our daily lives**

Grade: 6-12	Unit: Seven	Topic: Les vacances
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.B.3, 7.1.NH.B.4, 7.1.NH.B.5, 7.1.NH.C.2, 7.1.NH.C.5,		
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
Identify vacation time in France including locations, types of trips, and needed items and documentation. 7.1.NH.A.4 Identify people, places, objects, and activities in	<ul style="list-style-type: none"> • What is the importance of taking a vacation? • When do the French take vacation? • What words and expressions would make up a vital vocabulary to effectively make travel 	<p><u>Reading Comprehension</u></p> Divide students into five groups. Assign each group to read one section of the “aperçu culturel” on p. 434-435. Have students discuss their segment, identify new vocabulary words, look up the definition, and report	<p><u>Discovering French Blanc (DFB)</u></p> DVD: Disk 2 CD 5: Track 1 CD 13: Tracks 1-6 Textbook: Leçon 29 p.434-441	Les grandes vacances Les grands départs French Labor Laws

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<p>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 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>	<p>plans in a foreign country?</p> <ul style="list-style-type: none"> How are vacations reflective of both French and American culture? 	<p>back to the whole group.</p> <p><u>Passport</u></p> <p>Students create their own French Passport.</p> <p><u>Carte Postale</u></p> <p>You are visiting your family in one of the regions in France. Create, design and write a card to your friend.</p>	<p>Expatica http://www.expatica.com/fr/employment/French-labour-laws-Working-time-and-leave_104533.html</p> <p><u>Additional Resources</u></p> <p>Discovering French Rouge (DFR)</p> <p>Textbook: Unité 5 p. 186-207</p> <ul style="list-style-type: none"> - Les vacances http://www.franccparler-oif.org/pour-la-classe/fiches-pedagogiques/2569-bonnes-vacances-.html - Vacances et Voyages http://sites.middlebury.edu/french-lexique/vacances-et-voyages/ - Règle d'écriture d'une carte postale http://www.edu365.cat/eso/muds/frances/carte_p 	

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			ostale/index.htm - Communiquer http://www.lepointdufle.net/productionecrite.htm	
<p>Describe past travel experiences and future plans.</p> <p>7.1.NH.C.5</p> <p>Tell or write about cultural products associated with the target culture(s), and simulate common cultural practices.</p>	<ul style="list-style-type: none"> • When is the best season to travel? • What constitutes a vacation? 	<p><u>Landmark Narration</u></p> <p>Select a landmark from France or Francophone world, from a given list. Using electronic devices, research its location, importance, and historical background. Pretending to be a travel guide, present your landmark to the class orally.</p> <p><u>Cyber Trip</u></p> <p>Plan a trip to a French-speaking country in any of the continents. Include in your plans needed documentation (passport, visa, etc...), means of travel (plane, car, etc...), clothes needed according to season and temperature, and three major places/landmarks to visit, and activities to</p>	<p>Landmarks</p> <p>http://famouswonders.com/europe/france/</p>	<p>France and its regions</p>

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		conduct. Share your trip details with a partner.		
<p>Identify and explain the various sporting activities in France and their importance.</p> <p>7.1.NH.A.3</p> <p>Recognize some common 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 does the French obsession with sports compare with that of the United States? • How do Francophones discuss sports? • How do popular French sports reflect national preferences? • What are the leading sports in France? and in the United States? • What sports do the French participate in and/or watch during the various seasons? 	<p><u>Distance Activity</u></p> <p>Given a map of the Tour de France and a breakdown of distances from departure to arrival points, ask students to measure the distances and convert them from kmh to miles.</p> <p><u>Chart/Graph</u></p> <p>Create a chart/graph of activities based on the season.</p> <p><u>Survey</u></p> <p>Students conduct a survey of various sporting activities their peers participate in and compare their findings with a partner.</p> <p><u>Journal Entry</u></p> <p>Choose a sport that you actively participate in or a</p>	<p><u>Discovering French Blanc (DFB): Unité 5</u></p> <p>DVD: Disk 1</p> <p>CD 3: Track 11</p> <p>CD 10: Tracks 1-6</p> <p>Textbook: Leçon 17 p.272-289</p> <p><u>Tour de France</u></p> <p>http://www.letour.com/le-tour/2015/us/</p> <p><u>DocFlé- Tour de France Cycliste</u></p> <p>http://fromulus.cher-alice.fr/html/simulation/sim_u_tour_index.htm</p> <p><u>Metric Conversions</u></p> <p>http://www.metric-conversions.org/length/kilometers-to-miles.htm</p>	<p>Grand Prix de l'ACF</p> <p>Le Tour de France</p> <p>World Cup vs. Super bowl</p> <p>FIFA vs. NFL</p> <p>Chamonix</p> <p>Grand Massif</p> <p>Les Alpes</p>

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		<p>sport that fascinates you. Write a journal entry explaining in details reasons you enjoy the activity. Read aloud your entry to a partner.</p> <p><u>Venn Diagram</u></p> <p>Compare and contrast most popular sports in France and the US.</p> <p><u>Video</u></p> <p>View a segment of a cultural video on Chamonix or other ski regions. In groups of four, have students identify information from the video. Students share the information with the whole group.</p>	<p><u>Fédération Interationale de Football Association</u> http://www.fifa.com/</p> <p><u>La France au quotidien</u> http://fr.calameo.com/read/0097071775052877e70b</p> <p><u>Top Sports in France</u> http://www.france-pub.com/esport.htm</p> <p><u>Top Sports in the US</u> http://sporteology.com/top-10-most-popular-sports-in-america/</p> <p><u>Ski Resorts</u> http://en.france-montagnes.com/</p> <p><u>Chamonix</u> https://www.youtube.com/watch?v=ZUmWxsU62xw https://www.youtube.com/watch?v=oc7OC8ajB5w</p>	

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<p>Analyze and demonstrate the impact of physical activity on health.</p> <p>7.1.NH.A.2</p> <p>Demonstrate comprehension of a series of oral and written directions, commands, and requests through appropriate physical response.</p> <p>7.1.NH.B.4</p> <p>Ask and respond to questions, make requests, and express preferences in various social situations.</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> <p>7.1.NH.C.5</p> <p>Tell or write about cultural</p>	<ul style="list-style-type: none"> • How do you feel after exercising? • What happens to bodies that are immobile? • What are the benefits of physical education? • What is the cultural emphasis on exercise in France and the Francophone world? 	<p><u>Jacques a dit!</u></p> <p>Play a game of Simon Says in French. Have students follow teacher’s directions. Teacher may also assign a student leader to give commands.</p> <p><u>Dialogues</u></p> <p>In pairs, students conduct guided dialogues asking/answering questions related to health and staying in shape.</p> <p><u>Compare and Contrast</u></p> <p>Students compare and contrast physical activities/physical education in schools in France and the United States.</p> <p><u>Journal Entry</u></p> <p>Write a journal entry of a typical day in your Physical Education class. Include the various activities that your to complete before period’s</p>	<p><u>Discovering French Blanc (DFB)</u></p> <p>Textbook: p.277</p> <p><u>Discovering French Blanc (DFB)</u></p> <p>Textbook: p.278</p> <p><u>Bienfaits de l’Activité Physique</u></p> <p>http://sante.lefigaro.fr/mieux-etre/sports-activites-physiques/bienfaits-generaux-lactivite-physique/quels-sont-benefices</p> <p><u>L’éducation Physique au Lycée</u></p> <p>http://www.education.gouv.fr/cid4365/le-sport-au-lycee.html</p> <p><u>Discovering French Blanc (DFB)</u></p> <p>Textbook: p.306</p>	<p>L’EPS et le Baccalauréat</p>

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<p>products associated with the target culture(s), and simulate common cultural practices.</p>		<p>end.</p> <p><u>Magazine Cover</u></p> <p>Students create an electronic Sports Magazine Cover in French using Glogstr.</p>	<p><u>Sport et Vie</u></p> <p>http://www.sport-et-vie.com/</p> <p><u>Sportmag</u></p> <p>http://www.sportmag.fr/</p>	

Unit 7 Vocabulary

<p><u>Vocabulaire</u></p> <p>Les grandes vacances Les grands départs Une carte Une carte postale La mer La côte La montagne La campagne Une île Un hôtel Une station de vacances Une station balnéaire Une station touristique Une station de ski Un touriste/une touriste Un guide touristique Une agence de tourisme Un passeport Un visa Un avion Un bus Une voiture Le métro Les monuments Les sites touristiques Un musée Un séjour</p>	<p>Une valise Un sac à dos Un sac Un souvenir Un cadeau</p> <p><u>Les verbes</u></p> <p>sortir avec mes amis rencontrer de nouveaux amis aller à/ aller au aller dans un café visiter les sites historiques visiter les monuments visiter un musée aller en vacances en famille dîner passer voyager participer mesurer regarder parler rendre visite acheter demander montrer faire du camping louer un appartement</p>	<p>faire du shopping faire du sport faire de la natation faire de l'équitation faire des sports aquatiques nager dans la piscine</p> <p>manger dans les restaurants</p> <p><u>Les adjectifs</u></p> <p>Beau/belle Joli/jolie Agréable Amusant/amusante Charmant/charmante Leger/légère Lourd/lourde Rapide Lent/lente Utile Inutile Cher/chère Bon marché Sportif/sportive Super Génial Bête Facile Difficile</p>	<p><u>Expression utiles</u></p> <p>au bord de la mer il y a des orages au nord il va y avoir des orages on y va chaque année allons-y vas-y</p> <p><u>Révision</u></p> <p>Les vêtements La nourriture Le temps Les directions Les couleurs Les numéros Les saisons</p>
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Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create a documentary tracking one week of your physical activities. Narrate, describe the type(s) and extent of the activities you do, calories burned, distance, number of hours per day, etc...</p> <p>Documentary can be in the form of iMovie, PPT, or video.</p> <p>Provide Rubric</p>	<p>2. Plan a detailed trip to a destination of your choice. Include images, landmarks to be visited, means of transportation to and from, transportation within the country, days to be spent, restaurants, currency, cost, the amount of money needed while there, etc...Provide with your plan an itinerary with days, dates and time.</p> <p>Provide Rubric</p>