

World Languages Curriculum



French IV: Unit One

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	L'Amérique du Nord: le Canada, Saint-Pierre-et-Miquelon et la Louisiane	4 weeks
Unit 2	Haïti, la Guadeloupe et la Martinique	5 weeks
Unit 3	L'Europe: le Luxembourg, la Belgique, la Suisse et Monaco	6 weeks
Unit 4	Le Moyen Orient: le Liban, Israël et l'Égypte	6 weeks
Unit 5	L'Afrique du Nord: le Maroc, l'Algérie et la Tunisie	5 weeks
Unit 6	L'Afrique Occidentale et de l'Ouest: le Sénégal, la Côte d'Ivoire, le Mali, le Niger, le Tchad, la République Démocratique du Congo et Madagascar	5 weeks
Unit 7	Le Cambodge, le Laos, le Viêtnam, la Nouvelle Calédonie et Tahiti	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

- Franco-American history and the presence of the French culture today
- French language dominance in North America

Grade: 6-12	Unit: One	Topic: L’Amérique du Nord: le Canada, Saint-Pierre-et-Miquelon et la Louisiane
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.II.A.1, 7.1.II.A.2, 7.1.II.A.3, 7.1.II.A.4, 7.1.II.B.5, 7.1.II.C.2, 7.1.II.C.4, 7.1.II.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
<p>Determine the role and the influence of French culture in Louisiana, including music, food, language, and celebrations.</p> <p>7.1.II.A.3</p> <p>Compare and contrast the use of verbal and non-verbal etiquette (i.e., the</p>	<ul style="list-style-type: none"> • What were the causes and effects of the French and Indian War? • How do individuals and cultures determine human rights, needs, and privileges? • How do cultural origins evolve over a period of time? 	<p><u>Reading-Think/Pair/Share</u></p> <p>Assign students to read various segments from Interlude Culturel from DFR. Students share the information read with a partner and then report back to the whole group.</p> <p><u>Video</u></p> <p>Watch the video “Parler</p>	<p>Discovering French Rouge (DFR)</p> <p>Textbook: p. 410-420</p> <p>Unité 10: Interlude Culturel: La France et le nouveau monde</p> <p>http://my.hrw.com</p> <p>Discovering French Blanc (DFB)</p>	<p>Le Marquis de La Fayette</p> <p>Jean-Baptiste Point du Sable</p> <p>Jean Lafitte</p> <p>John James Audubon</p> <p>The Huguenots</p> <p>Laissez Faire</p> <p>The Acadians</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.</p> <p>7.1.II.A.4</p> <p>Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.II.B.5</p> <p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p>		<p>Français”. In pairs, discuss your observations, including language, accent, content, etc... and then report back to the whole group.</p> <p><u>Compare and Contrast</u></p> <p>Watch the video “Cadien de Louisiane”. Compare and contrast French Language and expressions used in Louisiana with the ones used in France. Share your observations and discuss with a partner.</p> <p><u>Mardi Gras/ Journal</u></p> <p>Write a one page journal entry describing Mardi Gras celebration. Take turns reading your entry with a partner. Teacher selects few entries to share with the whole group.</p>	<p>Textbook: p.262-265</p> <p>Imago Mundi</p> <p>http://www.cosmovisions.com/monuNewOrleans.htm</p> <p>Destination Francophonie #92 - Amérique du No</p> <p>https://www.youtube.com/watch?v=USvMKMGw8b0</p> <p>Le Dessous des Cartes: La Louisiane Française</p> <p>https://www.youtube.com/watch?v=6wd-ClcrNQ</p> <p>Parler Français</p> <p>https://www.youtube.com/watch?v=dYTqI7rF2ys</p> <p>Cadiens de Louisiane</p>	<p>Vieux Carré</p> <p>French Quarter</p> <p>Mardi Gras</p> <p>Music Festivals</p> <p>Culinary Festivals</p> <p>Art Festivals</p> <p>Multicultural Festivals</p> <p>Film and Literacy festivals</p> <p>Theatre Festivals</p> <p>Home of the first Opera House in North America</p> <p>French and Spanish influences</p> <p><i>Par terre</i> gardens</p> <p>Bourbon Street Burlesque</p>

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			<p>https://www.youtube.com/watch?v=uEuySVyLTIY</p> <p>French Quarter http://www.frenchquarter.com/history/JazzMasters.php</p> <p>Recettes http://recettes.de/louisiane</p> <p>Mardi Gras http://www.neworleansonline.com/neworleans/mardigras/</p> <p>Une chanson de La Compagnie Créole- Le Bal Masqué https://www.youtube.com/watch?v=j-48Xg2cKyg</p>	

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			<p>Mardi Gras History http://www.neworleansonline.com/neworleans/mardigras/mardigrashistory/mghistory.html</p>	
<p>Identify and determine French cultural aspects in Canada including Montreal and Quebec.</p> <p>7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.II.A.3 Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in</p>	<ul style="list-style-type: none"> • How does language evolve? • What is it like to be a “quebecois?” 	<p><u>Video</u> Watch the video “Être Québécois” and note some expressions used in Québec. Discuss the similarities and differences with both French and English language influences.</p> <p><u>Trip</u> There are several Festivals during the year in Canada. Plan a trip: a) outline the places and activities., and b) write a one page description of one of your favorite festivals.</p>	<p>Discovering French Blanc (DFB) Textbook: p. 260-261</p> <p>Imago Mundi http://www.cosmovisions.com/ChronoCanada.htm</p> <p>Être Québécois https://www.youtube.com/watch?v=Zh-MOmVY3_0</p> <p>Festivals http://www.lonelyplanet.com/canada/newfoundland-and-labrador/st-pierre-and-miquelon/travel-tips-and-articles/montreals-best-</p>	<p>Samuel de Champlain Jazz Festival French is the official language of Québec Basilique Notre-Dame in Montreal Musée des Beaux-Arts de Montréal Les jardins botaniques Biodôme Céline Dion Canadian Dollars</p>

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<p>the target culture(s) and in one's own culture.</p> <p>7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> <p>7.1.II.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p>		<p><u>Song/Poem</u> Compose a song or poem about Canada, including aspects of nature, monuments, festivals, cultural diversity, etc...</p> <p><u>Think/Pair/Share</u> Watch “le Jardin Botanique de Montréal” video. Document your observations. Share your observation with a partner and then with the whole group.</p> <p><u>Dinner Celebration</u> Take turns to describe an unforgettable dinner celebration i.e birthday, graduation, special occasion, etc... after watching the ad for “Dinner in the sky”. Include reasons this dinner celebration was special, type of meals, beverages consumed by you as well as adults, desserts,</p>	<p>festivals</p> <p>Chanson du Carnaval de Québec https://www.youtube.com/watch?v=fyrV10AMS4c</p> <p>Une chanson de Céline Dion - Pour que tu m’aimes encore https://www.youtube.com/watch?v=AzaTyxMduH4</p> <p>Interview- le français et le québécois https://www.youtube.com/watch?v=dw5Re7k1KBA&feature=player_embedded</p> <p>Le Biodôme de Montréal https://www.youtube.com/watch?v=f9GzszODNKY</p>	<p>Dinner in the sky</p> <p>Hockey</p>

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		etc...	<p>Le Jardin Botanique de Montréal https://www.youtube.com/watch?v=3ZiJiK7RNlo</p> <p>Le Stade Olympique de Montréal https://www.youtube.com/watch?v=Ri8r1pmevjU</p> <p>Dinner in the sky - Ad https://www.youtube.com/watch?v=Oz65vwwKg4w</p> <p>Recettes http://recettes.de/canada</p>	
Identify and determine French cultural aspects in St. Pierre et Miquelon including the basque origins, musique, food,	<ul style="list-style-type: none"> • How is the Basque influence present in the island of St. Pierre and Miquelon? • How does ancestry and 	<p><u>Glogstr</u> Create an electronic poster on Glogstr about St. Pierre et Miquelon.</p>	<p>Saint Pierre And Miquelon Tourism Promotion - English https://www.youtube.com/w</p>	The French Basque

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<p>and celebrations</p> <p>7.1.II.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p>7.1.II.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.II.C.2 Present student-created and/or authentic short plays, skits, poems, songs,</p>	<p>culture stay vibrant for generations?</p>	<p><u>Journal Entry</u> Write a one page journal entry about one or more aspects that interest you in St. Pierre et Miquelon.</p> <p><u>Discussion</u> In groups of three read Futura’s “un voyage à St.Pierre et Miquelon” and then discuss about climate, history, fishing, monuments, etc...</p> <p><u>Carnival</u> Watch the YouTube video on Carnival. Write a one page essay comparing and contrasting the video with another celebration i.e. parades, carnivals, etc...</p> <p><u>Cooking</u> Prepare an authentic meal and bring it to class for a taste. Provide explanation in the target language on how it was prepared including</p>	<p>atch?v=hytKCec3e-0</p> <p>L’empreinte basque à Saint-Pierre-et-Miquelon http://www.francegazette.com/pages/default.asp?sectionid=553&articleid=3879</p> <p>Imago Mundi http://www.cosmovisions.com/SaintPierreMiquelon.htm</p> <p>Futura http://www.futura-sciences.com/magazines/voyage/infos/dossiers/d/geographie-voyage-st-pierre-miquelon-463/page/4/</p> <p>Les Outre-mer http://www.outre-mer.gouv.fr/?presentation-saint-pierre-et-</p>	<p>Fishing</p> <p>Best kept secret of North America</p>

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<p>stories, or reports.</p> <p>7.1.II.C.5</p> <p>Compare and contrast cultural products and cultural practices associated with the target culture(s) and one's own culture, orally, in writing, or through simulation.</p>		<p>ingredients.</p>	<p>miquelon.html#outil_sommaire_2</p> <p>Les basques de St. Pierre et Miquelon</p> <p>https://www.youtube.com/watch?v=kgDPodNJBKI</p> <p>Une sculpture pour Saint-Pierre-et-Miquelon faite en Sarthe</p> <p>https://www.youtube.com/watch?v=msN9ln0OnR0</p> <p>Associations Célébrations 2016</p> <p>http://www.celebrations2016.com/</p> <p>Carnival</p> <p>https://www.youtube.com/watch?v=TQhyrUjm5Z4</p>	

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			<p>La musique Basque https://www.youtube.com/watch?v=zhyLuZ4YwyA</p> <p>Que faire? http://www.st-pierre-et-miquelon.com/fr/que-faire/sites-clefs/saint-pierre/</p> <p>Recettes http://recettes.de/saint-pierre-et-miquelon</p>	

Unit 1 Vocabulary

Vocabulaire

Les cadiens
 Les canadiens
 Les québécois
 Les croisades
 La croix
 Un fleuve
 Le roi
 La reine
 La survie
 La dot
 L'outre-mer
 Laissez-faire
 Le nord
 Le sud
 L'est
 L'ouest
 Le créole
 Basque
 L'art
 La sculpture
 La musique
 Le jardin botanique
 Le stade
 Le quartier français
 Le biodôme
 Le carnaval

La géographie
 Le climat
 Les dialectes
 Le français
 Les régions
 La cuisine régionale

Les villes

La Louisiane
 Montréal
 Québec
 Saint Pierre et Miquelon

Revision

La nourriture
 Les activités
 La musique
 Les fêtes et les célébrations
 Le temps

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Video Blog - Document your weekend through a video blog. Include wake up time, meals, activities, visits, outings, text messages, calls, etc... en Français.</p> <p>Provide Rubric</p>	<p>2. Create a video of yourself making an authentic meal from one of the French influenced North American countries: Canada, Louisiana, or St. Pierre et Miquelon.</p> <p>Explain in your video a step by step process of your cooking, including ingredients used, the amount, and the quality.</p> <p>Bring the final product to class for a taste.</p> <p>Provide Rubric</p>