

World Languages Curriculum



French IV: Unit Two

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

- **The European influence present in daily lives**
- **The presence of religion and other practices as part of the culture**
- **The role of religion and practices and its influence on culture**

Grade: 6-12	Unit: Two	Topic: Haïti, la Guadeloupe et la Martinique
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.II.A.1, 7.1.II.A.4, 7.1.II.A.5, 7.1.II.A.6, 7.1.II.B.5, 7.1.II.C.2, 7.1.II.C.3		
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, discuss and demonstrate your knowledge of Haiti and its culture, including food, music, religion(s), language(s), currency,	<ul style="list-style-type: none"> • What were the major influences on Haiti? • What are the roles of religious beliefs and 	<p><u>Reading Comprehension</u></p> <p>Read the dialogue of “Rencontre avec Myrtise et Garine”. Discuss with a partner and then report back</p>	<p>Discovering French Blanc (DFB)</p> <p>Textbook: p. 266-267</p> <p>Rencontre: p. 268</p>	<p>Saint Domingue</p> <p>Papeete</p> <p>Toussaint Louverture</p> <p>La première République</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>celebrations, government and tourism.</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.5 Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.A.6 Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p>	<p>voodoo on Haitians?</p>	<p>to the whole group.</p> <p><u>Journal Entry</u> Write a one page journal entry about Haitian music and its influences. Compare/contrast it to the music from your culture. Share with a partner and then a whole class discussion.</p> <p><u>Comic</u> Using makebeliefscomix.com, create a comic illustrating voodoo cult beliefs.</p> <p><u>Regional Cuisine</u> Select a recipe for a regional meal and write a short comparison to a meal similar in your culture. Share with a partner then with the whole group.</p>	<p>Le gouvernement http://www.primature.gouv.ht/</p> <p>TabouCombo http://www.taboucombo.com/</p> <p>Rosy Bazile https://www.youtube.com/watch?v=vSNRauUmY2g</p> <p>BilbioMonde http://www.bibliomonde.com/donnee/haiti-religions-287.html</p> <p>Le vaudou http://www.bibliomonde.com/livre/vaudou-haitien-2465.html</p>	<p>noire Créole Gourde haïtien Tabou Combo Rosy Bazile Vaudou</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.II.C.2</p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>			<p>Haitian Food</p> <p>http://uncorneredmarket.com/haitian-food/</p> <p>Recipes</p> <p>http://haitian-recipes.com/</p> <p>World Atlas-Famous Natives</p> <p>http://www.worldatlas.com/webimage/countrys/namerica/caribb/haiti/htfamous.htm#page</p>	
<p>Identify, discuss and demonstrate your knowledge of Guadeloupe and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p>	<ul style="list-style-type: none"> • How do low mortality rates and high fertility rates affect country's economy? • How do the mixture of cultures and history reflect on the culture today? 	<p><u>Photo Prompt</u></p> <p>Provide images/photos from the target culture of various things i.e. celebrations, monuments, foods, etc... and have each student write a one page story about the photo. Students take turn to share with a partner.</p> <p><u>Video Discussion</u></p>	<p>Cultural Events</p> <p>http://www.caribbean-direct.com/Guadeloupe-Direct/Local%20Culture/GUAlocalcultureM.html</p> <p>Présentation</p> <p>http://www.outre-mer.gouv.fr/?presentation-</p>	<p>Karukera</p> <p>Basse-Terre</p> <p>Grande-Terre</p> <p>Pointe-A-Pitre</p> <p>Chutes du Carbet</p> <p>Le volcan de la Soufrière</p> <p>Carnaval à la Guadeloupe</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.II.A.4 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 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>		<p>Watch youtube video “Guadeloupe vendor”. In pairs, have students discuss the contents and their observations. Watch the video a second time and facilitate a whole group discussion.</p> <p><u>Graph/Chart</u> Graph/Chart historical events starting from the time Columbus landed on the island until it became a French colony. Share with a partner.</p> <p><u>Journal Entry</u> Write a one page journal entry describing one of the celebrations of the island of Guadeloupe. Take turns to read aloud to the whole group.</p>	<p>guadeloupe.html</p> <p>Biblio Monde http://www.bibliomonde.com/livre/phenomene-religieux-dans-caraibe-le-2384.html</p> <p>Everythingculture.com http://www.everyculture.com/Ge-It/Guadeloupe.html</p> <p>Guadeloupe.net http://guadeloupe.net/religion</p> <p>Youtube-Guadeloupe vendor https://www.youtube.com/watch?v=xIsDCmZHu_E</p> <p>World Atlas-Famous Natives http://www.worldatlas.com/webimage/countrys/namerica/caribb/guadeloupe/gpfamous.htm#page</p>	<p>Mardi Gras</p> <p>Le Moule Créole Blues Festival</p> <p>Fête des Cuisinières</p> <p>Jacques Cousteau Underwater Park</p> <p>Créole</p> <p>Euro</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Identify, discuss and demonstrate your knowledge of Martinique and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</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.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> <p>7.1.II.B.5</p> <p>Engage in short</p>	<ul style="list-style-type: none"> • How does a country’s history and colonization affect the language(s) spoken today? • What is the role of religion on culture? 	<p><u>Jeopardy</u></p> <p>Before class, teacher prepares Jeopardy style clues and questions for several categories: celebrations, currency, languages, capitals, etc... for Haiti, Guadeloupe and Martinique. Students must provide an appropriate questions. Place students in teams. Each correct answer wins a point for the team. The team with the most points wins.</p> <p><u>Discussion</u></p> <p>Watch “TV 5 Documentaire” and have students in pairs/groups share and discuss the information.</p> <p><u>Newspaper Article</u></p> <p>Students write a newspaper article about Martinique</p>	<p>Discovering French Blanc (DFB)</p> <p>Textbook: p. 266-267</p> <p>TV5 Documentaire</p> <p>http://www.tv5monde.com/cms/chaine-francophone/cultures/Tous-les-dossiers/ITINERIS/galerie/p-14897-France-Martinique.htm</p> <p>Youtube - avec musique</p> <p>https://www.youtube.com/watch?v=Ue8EXs8LtpY</p> <p>Biblio Monde</p> <p>http://www.bibliomonde.com/livre/phenomene-religieux-dans-caraibe-le-</p>	<p>Taíno</p> <p>Arawaks</p> <p>Fort-de-France</p> <p>Carnaval à la Martinique</p> <p>Tour vélo en juillet</p> <p>Festival des sens</p> <p>Foire aux crabes</p> <p>Créole</p> <p>Euro</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.II.C.2</p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p>		<p>including places to visit, places to eat, celebrations, costs, etc...</p> <p><u>Glogstr</u></p> <p>Assign a famous person from Martinique and have students create a poster on Glogstr. Describe your poster to the whole group.</p>	<p>2384.html</p> <p>Martinique</p> <p>http://travel-martinique.com/fr/decouvrir/un-patrimoine-ebloissant/les-religions-en-martinique-pluralite-et-spiritualisme.html</p> <p>World Atlas-Famous Natives</p> <p>http://www.worldatlas.com/webimage/countrys/namerica/caribb/martinique/martiniquefamous.htm#page</p> <p>Une chanson de La Compagnie Créole - J'ai prié</p> <p>https://www.youtube.com/watch?v=IHTmdGdV0vI</p>	

Unit 2 Vocabulary

Vocabulaire

Un citoyen
 Une fête
 Une île
 Une colonie
 Une abolition
 Un tambour
 Un défilé
 Une épreuve
 Une course de pirogues
 Un équipage
 Une fusée
 Un diable
 Un coquillage
 La bananeraie
 La pêche
 Le tourisme
 L'épice
 Le ragoût
 Le riz
 Le sucre
 La canne à sucre
 Le tabac
 Le fruit tropical/ Les fruits tropicaux
 La noix de coco
 La goyave
 L'ananas

La papaye
 La carambole
 Le fruit de la passion
 Le bonbon
 Les légumes
 Les travaux forcés
 L'outre-mer

Les adjectifs

Lancé/lancée
 Construit/construite
 Constitué par/constituée par
 Prêt/prête
 Antillais/antillaise
 Martiniquais/martiniquaise
 Guadeloupéen/guadeloupéen
 Acadien/acadienne

Les verbes

Lancer
 Construire
 Contenir
 Bruler
 Se trouver
 Situer
 Être
 Avoir

Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create a scrapbook for a vacation based on experiences or a future trip. Each page should include 3 to 5 pictures. Scrapbook should be 4 to 6 pages in total. Students present in class and provide descriptions, answer questions, and explain special moments.</p> <p>Provide Rubric</p>	<p>2. Select a famous native person from one of the following countries: Haiti, Guadeloupe, or Martinique.</p> <p>Research and present the biography of the person as your own. Provide images, music, etc...</p> <p>Choices: PPT, Poster, iMovie</p> <p>Oral Presentation in French</p> <p>Provide Rubric</p>