

World Languages Curriculum



French IV: Unit Three

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



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|--|--------------------|---|
| Grade: 6-12 | Unit: Three | Topic: L’Europe: le Luxembourg, la Belgique, la Suisse et Monaco |
| New Jersey Core Curriculum Content Standards (NJCCCS): 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, 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>Identify, discuss and demonstrate your knowledge of Luxembourg and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>7.1.II.A.5</p> <p>Demonstrate comprehension of</p> | <ul style="list-style-type: none"> • How does being a polyglot help develop a person and their understanding of culture(s)? • What is the importance of castles in history? | <p><u>Video Discussion</u></p> <p>Watch the video “Zoum sur le Luxembourg”. In pairs, students discuss the contents and then report back to the whole group.</p> <p><u>Château de Berg</u></p> <p>Read the article on “le Château de Berg” and write a short essay on the importance and significance</p> | <p>Zoum sur le Luxembourg-youtube</p> <p>https://www.youtube.com/watch?v=9-bDXCFIJPc</p> <p>Portail Officiel du Luxembourg</p> <p>http://www.luxembourg.public.lu/fr/index.html</p> <p>Tout sur le Luxembourg-</p> | <p>Luxembourg</p> <p>Trois langues officielles:</p> <p>Le français</p> <p>L’allemand</p> <p>Le luxembourgeois</p> <p>La monarchie</p> <p>Le Grand-Duc et la Grande-Duchesse</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|--|--|--|
| <p>conversations and written information on a variety of topics.</p> <p>7.1.IL.A.6</p> <p>Identify the main idea, theme, and most supporting details in readings from age- and level-appropriate, culturally authentic materials.</p> <p>7.1.IL.B.5</p> <p>Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> | | <p>of castles in history and modern times. Take turns to read to a partner.</p> <p><u>Une chanson</u></p> <p>Listen to the song “Le jardin du Luxembourg” by Joe Dassin. Have students write down meaning of song and significance. Share with a partner their observations. Listen to the song again, and then bring the whole group to discuss.</p> | <p>pdf</p> <p>https://www.gouvernement.lu/1830018/Tout_savoir-FR.pdf</p> <p>Le château de Berg</p> <p>http://www.monarchie.lu/fr/monarchie/residences/chateau-berg/</p> <p>Routard.com</p> <p>http://www.routard.com/forum_voyage/activites_et_visites_luxembourg/210_5.htm</p> <p>Une Chanson de Joe Dassin - Le jardin du Luxembourg</p> <p>https://www.youtube.com/watch?v=TuwdEyqPqCI</p> | <p>Les portugais</p> <p>Le château de Berg</p> |
| <p>Identify, discuss and demonstrate your knowledge of Belgium and its culture, including food, music, religion(s),</p> | <ul style="list-style-type: none"> • In what way are European cultures and factions integrated? • How did the battle of Waterloo change | <p><u>Journal Entry</u></p> <p>Write a one page journal entry after watching the video “une visite à Bruxelles”. Include in your</p> | <p>Une visite à Bruxelles</p> <p>https://www.youtube.com/watch?v=IiVAQhDm2WM</p> | <p>Le Royaume de Belgique</p> <p>Bruxelles</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|--|--------------------|---|--|---|
| <p>language(s), currency, celebrations, government and tourism.</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>7.1.II.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> | <p>history?</p> | <p>entry the main points of interest and their importance on the culture.</p> <p><u>Discussion</u> In groups of three, discuss the importance of speaking two or more languages and the benefits from being bi-lingual or a polyglot.</p> <p><u>Bataille de Waterloo</u> Read the article “la bataille de Waterloo”. Write a one page essay about Napoleon and his role and then share it with a partner. Teacher will select few essays to be read aloud to the whole group.</p> <p><u>Graph/Chart</u> Create a chronological timeline on Napoleon’s battles using a graph/chart.</p> | <p>Tribune de Genève- Bataille de Waterloo http://www.tdg.ch/culture/18-juin-1815-fin-napoleon-bonaparte/story/13837977</p> <p>Une Chanson de Lara Fabian - Je suis malade https://www.youtube.com/watch?v=7ON0iKXVUPw</p> <p>Les batailles de Napoléon http://www.histoire-france.net/epoque/batailles-napoleoniennes</p> <p>Tintin.com http://fr.tintin.com/</p> | <p>Trois langues officielles: Le néerlandais (hollandais) Le français L’allemand</p> <p>TGV Thalys PBKA-Paris-Bruxelles-Köln-Amsterdam</p> <p>Les aventures de Tintin Hergé Euro The Atomium Audrey Hepburn Jean-Claude Van Damme Lara Fabian</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|--|--|--|--|--|
| <p>Identify, discuss and demonstrate your knowledge of Switzerland and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>7.1.II.C.4</p> <p>Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</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> | <ul style="list-style-type: none"> • How did the various invasions of Switzerland shape the country? • Why is the role of the UN important in Switzerland? and how does that role influence the world? | <p><u>Reading/Discussion</u></p> <p>Students read “les Nations Unies” and write down main ideas in bullet format. In pairs, students discuss their observations and the importance of UN and then report back to the whole group.</p> <p><u>Journal Entry</u></p> <p>Write a one page journal entry about cultural celebrations and activities in Geneva.</p> <p><u>Compare/Contrast</u></p> <p>Compare and contrast “le Prix Walo” with the “Oscars”. Discuss your observations with a partner.</p> <p><u>Video</u></p> <p>Watch the video about master chocolatiers from Switzerland and the</p> | <p>Les Nation-Unies</p> <p>https://www.eda.admin.ch/eda/fr/dfae/politique-exterieure/organisations-internationales/nu.html</p> <p>tdg.ch- Comment Genève est devenu Suisse?</p> <p>http://bicentenaire.tdg.ch/</p> <p>Genève, ville de culture</p> <p>http://www.ville-geneve.ch/themes/culture/</p> <p>Raconter la Suisse d’hier et d’aujourd’hui</p> <p>http://www.rtsr.ch/raconter-suisse-hier-et-aujourd-hui</p> <p>Le Prix Walo</p> <p>http://www.24heures.ch/culture/cinema/jeune-acteur-joel-basman-film-der-</p> | <p>Trois langues officielles:</p> <p>L’allemand</p> <p>Le français</p> <p>L’italien</p> <p>Le romanche-langue nationale</p> <p>Bern</p> <p>Bern Clock Tower</p> <p>Les Alpes</p> <p>Le château de Gruyères</p> <p>Le Prix Walo</p> <p>Les banques</p> <p>Crédit Suisse</p> <p>Le chocolat</p> <p>Fondue au fromage</p> <p>La raclette</p> <p>La Fête de la musique</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|--|--|---|---|
| <p>7.1.IL.A.5</p> <p>Demonstrate comprehension of conversations and written information on a variety of topics.</p> | | <p>representation for the championship in Paris. Discuss the video contents with the whole group.</p> | <p>goalie-bin-ig-primes/story/29600307</p> <p>David Pasquier représente la Suisse à Paris</p> <p>https://www.youtube.com/watch?v=1wy6xu9Ci3Q</p> | <p>Swiss Franc</p> |
| <p>Identify, discuss and demonstrate your knowledge of Monaco and its culture, including food, music, religion(s), language(s), currency, celebrations, government and tourism.</p> <p>7.1.IL.C.2</p> <p>Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.</p> | <ul style="list-style-type: none"> • What is it like to be royal? What is the role of a royal child? • Do fairy tales end happy? | <p><u>Video</u></p> <p>Watch the video “Monaco - 700 ans d’histoire” and write a one page summary of the important aspects of the principality. Share with a partner.</p> <p><u>Conte de fée</u></p> <p>Create and write your own fairy tale after reading/viewing the life styles of princes/princesses. Take turns to share with a partner. Teacher collects all fairy tales and creates a</p> | <p>Monaco-700 ans d’histoire</p> <p>https://www.youtube.com/watch?v=-WaX-whfOVE</p> <p>Histoire de Monaco</p> <p>http://fr.montecarlosbm.com/sejour-luxe-monaco/monte-carlo/histoire/</p> <p>Grace Kelly & le Festival de Cannes - Le Figaro</p> <p>https://www.youtube.com/watch?v=gxraqf1ALRI</p> | <p>Monte-Carlo</p> <p>Le Rocher de Monaco</p> <p>Le palais</p> <p>La famille Grimaldi</p> <p>Grace Kelly</p> <p>Monaco Grand Prix</p> <p>Le Jardin Botanique</p> <p>Festival de printemps</p> <p>Grimaldi Forum</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|--------------------|--|--|--|
| <p>7.1.II.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p> <p>7.1.II.C.4 Compare and contrast age- and level-appropriate culturally authentic materials orally and in writing.</p> | | <p>class fairy tale book.</p> <p><u>Grand Prix</u> Compare and contrast Grand Prix of France with that of Monaco’s Formula 1.</p> | <p>Le Palais Princier de Monaco http://www.palais.mc/</p> <p>Secrets D'histoire - Les Princes Monégasques https://www.youtube.com/watch?v=yUhr9krCN18</p> <p>Monaco Grand Prix 2016 Formula http://senategrandprix.com/race-viewing?gclid=cj0keqjw7-mrbrdh4y2ujlhemfcbeiq8ot_hf2x3fuhwf0jsuaffgsfi3pbs4s0z8zg48bt5r2miknyaajmy8p8haq</p> | |

Unit 3 Vocabulary

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|--|--|---|---|
| <p><u>Vocabulaire</u></p> <p>La monarchie Le duc La duchesse Le grand-duc La grande-duchesse Le prince La princesse Le roi La reine Le palais L'église Le château La fête nationale Le chocolat La banque Le crédit suisse Le luxembourgeois Le prix Walo Le belgicisme La principauté Le casino Le jardin Le musée L'Opéra Le port La fondue Le Grand Prix</p> | <p>Le conte de fées La fin Une fin heureuse La triomphe La bataille La réception Les monuments</p> <p><u>Les verbes</u></p> <p>Aller Être Avoir Faire Reignier Calculer Hériter Succéder Parler Participer Décider Voyager Visiter Triompher Banquer Célébrer Jouer Conduire Perdre</p> | <p><u>Les adjectives</u></p> <p>Beau/belle Gentil/gentile Méchant/méchante Aimé/aimée Fort/forte Puissant/puissante Heureux/heureuse Content/contente Déprimant/déprimante Déterminé/déterminée Triomphant/triomphante Perdant/perdante Loyal/loyale Triste Faible Populaire Impopulaire Sympathique/ sympa</p> | <p><u>Révision</u></p> <p>La nourriture Les célébrations Les prépositions de place L'argent</p> |
|--|--|---|---|

Choose 1

| Unit Project (Suggested) | Unit Project (Suggested) |
|--|--|
| <p>1. Create a virtual trip through Europe and concentrate on the countries studied in this Unit. Design a trip for a period of 12 days, include points of interest you will visit i.e. museums, castles, etc... Include an itinerary, images of the places you will visit and a cost that will include airfare, hotel accommodations, entries to places of interest, food, etc...</p> <p>Provide Rubric</p> | <p>2. Write a two page essay in French on one of the countries discussed in this Unit. Discuss why you selected your country, points of interest and other aspects that you enjoy about your choice. Your essay should be well organized, well written and clearly defends your point of view.</p> <p>Provide Rubric</p> |