

# World Languages Curriculum



## **French I: 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	All About Me	4 weeks
Unit 2	School Days	5 weeks
Unit 3	Home, Sweet Home	6 weeks
Unit 4	Food, Glorious Food	6 weeks
Unit 5	Celebrations!	5 weeks
Unit 6	Migratory Animals	5 weeks
Unit 7	Going Green	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**

- **School systems in all countries are important for the education of a nation.**

<b>Grade: 6-12</b>	<b>Unit: Two (weeks)</b>	<b>Topic: School Days</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> <b>7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.4, 7.1.NM.B.1, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.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
<p>1. Demonstrate understanding of classroom routines using physical response technique.</p> <p><b>Standard: 7.1.NM.A.2</b>            Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources</p>	<ul style="list-style-type: none"> <li>• What is the importance of daily routines and procedures?</li> <li>• How do daily classroom routines differ across cultures?</li> <li>• How does language change in different situations?</li> <li>• How do I express daily classroom needs?</li> </ul>	<p><b><u>Video</u></b>            Watch a video illustrating a typical day at a French “Lycée” (HS)</p> <p><b><u>Graphing</u></b>            Graph time spent in school, in classes and after school activities of a typical American teen. Compare the same information about a typical French teen.</p>	<p>Discovering French Bleu (DFB) DVD and CD resources.</p> <p>DFB activity book</p> <p>Venn Diagram  <a href="http://www.educationworld.com/tools_templates/venn_diagram_templates.shtml">http://www.educationworld.com/tools_templates/venn_diagram_templates.shtml</a></p>	<p>Days of the week in relation to the planets.</p> <p>French Calendar starts on a Monday.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
related to targeted themes.		<p><b><u>Magic box</u></b> Teach classroom vocabulary by withdrawing it from the magic box.</p> <p><b><u>Respond to Combien de?</u></b> Identify classroom objects. with correct gender and article.</p>	<p>Common French Phrases Useful French Words &amp; Phrases by expert-village: <a href="https://youtu.be/TsxII4QTanI">https://youtu.be/TsxII4QTanI</a></p>	
<p>2. Ask and respond to questions about academic and social aspects of school life, schedules, time telling, classroom objects, and classroom activities using digital tools and face-to-face communication through the target language.</p> <p><b>Standard: 7.1.NM.B.1</b> Use digital tools to exchange basic</p>	<ul style="list-style-type: none"> <li>• How do French schools and education differ from the ones in the United States?</li> <li>• How can cultural awareness and familiarity enhance language learning?</li> <li>• How does language change in different situations?</li> </ul>	<p><b><u>Role Play</u></b> In groups of two, plan an entire day schedule including times, classes, and after school activities.</p> <p><b><u>Qu'est-ce c'est?</u></b> Have students bring a picture of and/or a classroom object. in groups of two, have each student describe the item. once the partner guesses the right answer, have the student show the picture or the</p>	<p><b>Analogue Clock</b> <a href="http://www.visnos.com/demos/clock">http://www.visnos.com/demos/clock</a></p> <p>DFB Teacher One Stop CD</p> <p><b>Calendar</b> <a href="http://www.wincalendar.com/School-Calendar">http://www.wincalendar.com/School-Calendar</a></p>	<p>Expressions associated with various times of the day: a.m. and p.m.</p> <p>The use of the 24 hour clock on timetables and TV schedules.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>Standard:7.1.NM.B.4</b></p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>		<p>actual item.</p> <p><b><u>Calendar</u></b></p> <p>Create a French calendar for the current year.</p> <p><b><u>Venn Diagram</u></b></p> <p>Using a Venn Diagram, compare and contrast popular sports in the US and France.</p> <p><b><u>Telling Time</u></b></p> <p>Using an analogue clock, students will write the time in French.</p> <p><b><u>Matching Manipulatives</u></b></p> <p>In groups of two, match the time shown on analog clocks and the time written on slips of paper.</p>	<p>Clock Activity Sheets</p> <p><a href="http://www.math-aids.com/Time/">http://www.math-aids.com/Time/</a></p> <p>Discovering French Bleu            Texbook pp.56-59</p> <p>“De jour en jour”            Main Topic: Telling Time</p> <p>Textbook pp 60-63            “Le jour et la date”            Main Topic: Talking about days of the week and dates.</p>	
<p>Skim and scan culturally authentic French language audio, video, or written text to identify words and phrases associated with</p>	<ul style="list-style-type: none"> <li>• How does school course choices and activities reflect culture?</li> </ul>	<p><b><u>Telling Time Listening Comprehension</u></b></p> <p>Using audio recordings, students will draw the hands</p>	<p><b>Discovering French Bleu (DFB) DVD and CD resources.</b></p> <p><b>video Module 7</b></p>	<p>French school structure and the groupings of students.</p> <p>French teens and language learning: the importance of</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>school life, schedules, classroom objects and activities.</p> <p><b>Standard: 7.1.NM.A.1</b> Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>Standard: 7.1.NM.A.4</b> Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<ul style="list-style-type: none"> <li>What are some similarities and differences between the typical French classroom and coursework and that of the United States?</li> </ul>	<p>of the clock.</p> <p><b><u>Journal</u></b> Narrate your daily activities with its corresponding times. Include your favorite part of the day and explain why.</p>	<p><b>le francais pratique</b> <b>Mes activités</b> <b>DVD Disc 1</b></p> <p><b><u>Audio Program</u></b> CD 2 Tracks 11-12 CD 7 Tracks 12-17</p> <p><u>French Vocabulary for Activities:</u> <a href="https://youtu.be/RNw0KTYs9IU">https://youtu.be/RNw0KTYs9IU</a></p> <p>DFB workbook pp69-74</p> <p><b><u>Activity:</u></b> Venn Diagram- Compare daily activities in America and France</p>	<p>learning a second, third, or a fourth language.</p> <p>After school programs in France as they compare to those in the US.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>3. Interpret highlights from a culturally authentic French language passage orally and/or in writing that compares school life in the home and French culture and culture in the Francophone world.</p> <p><b>Standard: 7.1.NM.C.1</b> 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><b>Standard: 7.1.NM.C.4</b> Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> <li>• How does traditional home and school life reflect the characteristics of French culture?</li> <li>• How does audience and purpose (i.e., inform, entertain, persuade) influence a speaker’s technique (i.e. volume, pacing, word choice, Intonation)?</li> </ul>	<p><b><u>Cultural Comparison</u></b> In groups of 3 or 4, given a text, compare the curriculum of an eighth grader in the US with that of a French teenager in the equivalent grade (quatrième). List the various subjects and then discuss your preference between the two. Report back to the whole group.</p> <p><b><u>iMovie</u></b> In groups of two, create an iMovie of your day in school. Take us on a tour of your school, include times, room numbers, subjects, and point out to various objects that might be available and displayed in the classrooms.</p>	<p><b>DFB Textbook p. 130</b></p> <p><b><u>Mix It Up! Authentic Activities for the World Language Classroom:</u></b> <a href="http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola">http://www.edutopia.org/blog/authentic-activities-world-language-classroom-sarah-loyola</a></p> <p><b><u>Using Social Media in the World Language Classroom:</u></b> <a href="https://worldlanguageclassroom.wordpress.com/2012/01/10/picture-this-social-media-to-improve-interpersonal-communication-in-the-world-language-classroom/">https://worldlanguageclassroom.wordpress.com/2012/01/10/picture-this-social-media-to-improve-interpersonal-communication-in-the-world-language-classroom/</a></p>	<p>Classification of core subjects vs. electives in the US and the target culture(s)</p> <p>Implications of high stakes testing and the International Baccalaureate vs. standardized testing in the US</p>

## Unit 2 Vocabulary

### Unité 2 : Vocabulaire : School Days

<u>Les Objets de Classe</u>	<u>Les Matières</u>	<u>Les endroits</u>	<u>L'impératif Continué</u>	<u>Réponses</u>
un crayon un stylo une feuille de papier la craie un feutre un livre un cahier un classeur une carte un devoir/ les devoirs un tableau un sac un sac à dos un bureau une table un pupitre une chaise un élève/une élève un étudiant/une étudiante un prof/une prof	les maths les sciences les sciences de la vie et de la terre l'anglais l'art les arts plastiques le français l'espagnol l'arabe le mandarin l'histoire la civilisation la géographie la physique-chimie l'informatique la technologie la musique l'éducation musicale l'éducation civique E.P.S. (l'éducation physique et sportive) Les matières obligatoires Les matières facultatives Les langues modernes	La salle La salle de classe La cantine Le stade Le terrain de sport Le gymnase La bibliothèque La salle informatique  <u>Les Activités</u> la récréation le déjeuner les clubs les sports/l'entraînement des sport le gouvernement scolaire les jeux la groupe de musique l'orchestre la chorale/la répétition de la chorale	allez au tableau montrez-moi votre papier baissez la tête ne le touchez pas jetez-le/jetez-la passez le crayon à David lancez-le-moi donnez-le-moi dessinez une maison coloriez le chien en noir faites la queue prêtez-moi donnez-moi écoutez-moi répondez écrivez lisez venez levez-vous asseyez-vous	Mon cours préféré est... Mes profs préférés sont... Ma saison préférée est... Mon couleur préféré est... Il me faut...pour l'école. Oui, tu peux aller. Non, restez ici. Bien sûr. Oui, mais rapidement. On dit... Ça s'écrit... Je sais ou Je ne sais pas. Je vais à... Je participe en... C'est...

<u>L'heure</u>	<u>Le jour et la date</u>	<u>Les numéros</u>		
<p>Quelle heure est-il?                      Il est...                          une heure                          deux heures                          trois heures...                      Il est midi                      Il est minuit                      Il est une heure et quart                      Il est deux heures et demie                      Il est trois heures moins le quart                      À quelle heure est la classe de français?                      La classe de français est à neuf heures.                      J'ai un rendez-vous à...</p>	<p><b>Les jours de la semaine</b>                      Lundi                      Mardi                      Mercredi                      Jeudi                      Vendredi                      Samedi                      Dimanche</p> <p>Quel jour est-ce aujourd'hui ?                      Aujourd'hui c'est mardi.                      Demain, c'est mercredi.                      À samedi !                      À demain !                      Quelle est la date ?                      C'est le 12 septembre.                      C'est le premier juillet.                      C'est quand ton anniversaire ?                      Mon anniversaire est le 23 août.</p> <p><b>Les mois de l'année</b>                      Janvier                      Février                      Mars                      Avril                      Mai                      Juin                      Juillet                      Août                      Septembre                      Octobre                      Novembre                      Décembre</p>	<p style="text-align: center;">40-79</p> <p>Quarante                      Quarante et un                      Quarante-deux...                      Cinquante                      Soixante                      Soixante-dix                      Soixante et onze                      Soixante-douze...</p> <p>Premier                      Deuxième                      Troisième                      Quatrième                      Cinquième                      Sixième                      Septième                      Huitième                      Neuvième                      Dixième                      Onzième                      Douzième</p>		

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<b>Unit Project (Choose 1)</b>	
<p><b>Project (Suggested)</b></p> <p>1. Design your ideal school and present it in a power point presentation. Include the length of the school days, classes offered, after school activities, size of school, number of students, class sizes and any additional information you would like to include. Create a commercial depicting your school. Why would students want to attend your school?</p> <p>Provide a Rubric.</p>	<p><b>Project (Suggested)</b></p> <p>2. You have been recruited to design a new school. Draw a plan of your school and the school yard. Label each room, including classrooms, rest rooms, main office, Principal's office, cafeteria, gymnasium, etc...including room measurements. Create a proposal that you will present to the school board using Glogster, Prezi, or PowerPoint.</p> <p>Provide a Rubric</p>