

# World Languages Curriculum



## **French I: 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.

<b>Pacing Chart</b>		
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>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</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>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</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**

- Many products and practices related to home and community are shared across cultures; others are culture specific.

<b>Grade: 6-12</b>	<b>Unit: Three</b>	<b>Topic: Home, Sweet Home</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> 7.1.NM.A1, 7.1.NM.A.3, 7.1.NM.A.4, 7.1.NM.A.5, 7.1.NM.B.1, 7.1.NM.B.4, 7.1.NM.C.1, 7.1.NM.C4		
<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. Skim and scan age and level appropriate culturally authentic audio, video or written text from electronic information sources and other sources to identify types of furniture found in a home, the names of rooms in a home, common household items and household</p>	<ul style="list-style-type: none"> <li>• How do homes differ across cultures in terms of architecture and functionality?</li> <li>• How does home life in your culture differ from the home life in France and the Francophone world?</li> <li>• How do household chores for American and French teens differ?</li> </ul>	<p><b><u>Role Play</u></b> Imagine you are a real estate agent in groups of 2-4 take your classmates on a house tour. Students will choose from among three house plans.</p> <p><b><u>Matching</u></b> Given a series of people descriptions, students will choose a dwelling from a newspaper ad (provided)</p>	<p><b>In The Living Room:</b> <a href="https://www.youtube.com/watch?v=UIDXP1zx6HI">https://www.youtube.com/watch?v=UIDXP1zx6HI</a></p> <p><b>Discovering French Bleu (DFB) DVD video segment (La ville et la maison) Leçon 13</b></p> <p><b>French House Styles:</b> <a href="http://architecture.about.co">http://architecture.about.co</a></p>	<p>In the French culture, it is not customary to live in large and extravagant homes.</p> <p>In traditional French homes, the toilet (WC) is separate from the rest of the bathroom.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>chores.</p> <p><b>Standard:7.1.NM.A1</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> <p><b>Standard:7.1.NM.A.5</b> Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p>	<ul style="list-style-type: none"> <li>• How do household responsibilities in different regions reflect culture?</li> <li>• How does summer living in France differ from that of the United States?</li> <li>• What is the ratio of condominium &amp; apartment dwelling to private homes in France and the United States?</li> <li>• What does home size and design imply about a culture?</li> <li>• The rise of Home Depot and Lowes stores is a testimony to American obsession with home improvements. Do French speakers engage in the same home remodeling and repairing practices?</li> </ul>	<p>that is best suited to each lifestyle and preferences.</p> <p><b><u>Home Design Project</u></b> Design your dream home using French vocabulary and dialogue. Create a poster showing the overall layout, size of each room, and overall aesthetics.</p> <p><b><u>Journal</u></b> Write a short paragraph describing your home in general and your bedroom in detail.</p> <p><b><u>Photo Talk</u></b> Students will randomly be given photos of homes and/or rooms and will be asked to talk about it in French. Students may also bring in their own photos of their home and/or rooms. Students are expected to recognize the furniture and items found in the rooms.</p>	<p><a href="http://m/od/periodsstyles/ss/frenchstyles.htm">m/od/periodsstyles/ss/frenchstyles.htm</a></p> <p><b>French Country Decorating: 30 Ideas from the South of France</b> <a href="https://youtu.be/Fcd1q6976v4">https://youtu.be/Fcd1q6976v4</a></p> <p><b>French Lesson:Rooms in the house - Les pièces de la maison (household vocabulary)</b> <a href="https://youtu.be/ms_bjzKlM0">https://youtu.be/ms_bjzKlM0</a></p> <p><b>Home &amp; Daily Routine resources:</b> <a href="http://www.languagesresources.co.uk/french%20resources%20home.htm">http://www.languagesresources.co.uk/french%20resources%20home.htm</a></p>	<p>In the French culture, it is the norm to spend time in cafés, rather than to invite someone over for coffee.</p> <p>The Château is a prominent part of the French history</p>

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		<p><b><u>Map</u></b>                      Prepare a map of your city on which you label key places and buildings in your community in French. Share your map with a partner and describe the various locations in French.</p>		
<p>2. Skim and scan culturally authentic texts to identify cultural products and practices related to home life.</p> <p><b>Standard: 7.1.NM.A.3</b>                      Recognize a few common gestures and cultural practices associated with the target culture(s).</p>	<ul style="list-style-type: none"> <li>• How are people and things described differently in the French language?</li> <li>• How do you identify objects?</li> <li>• What is home-life like in France?</li> <li>• How do you communicate in French to fulfill daily needs?</li> </ul>	<p><b><u>Graphic organizer game</u></b>                      In groups, one student thinks of a room or area of the house while the rest of the group take turns guessing articles of furniture or other house-related terms. If the guess pertains, the leader writes it inside of a circle. If it does not, he writes it outside. Guessing continues until someone correctly identifies the room.</p>	<p><b>Discovering French Bleu pp 144-145</b>  <b>Describing one’s room</b>  <i>Ma Chambre</i></p> <p><b>Discovering French Bleu Textbook: pp 146</b>  <i>La Chambre de Nicole</i></p> <p><b>DVD: Module 9</b>  <b>9.5 Vignette culturelle</b></p>	
<p>3. Ask and respond to memorized questions about the rooms in a</p>	<ul style="list-style-type: none"> <li>• What is the role of body language in describing</li> </ul>	<p><b><u>Digital Voice Recorders</u></b>                      Given the layout of a home,</p>	<p><b>Household Chores in French (Quizlet)</b></p>	<p>French furniture comprises both the most sophisticated furniture made in Paris for</p>

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<p>home, description of a home, the furniture and other items found in the home, and the chores that are typically done using digital tools and face-to-face communication in the target language.</p> <p><b>Standard: 7.1.NM.B.1</b> Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> <p><b>Standard: 7.1.NM.B.4</b> Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <p><b>Standard: 7.1.NM.C.1</b> Use basic information at the word and memorized-</p>	<p>homes, furniture, and typical chores?</p> <ul style="list-style-type: none"> <li>• How is spoken language different from written language?</li> </ul>	<p>assume the roles of a rental agent and a prospective renter. Carry on a conversation about the property for at least 2 minutes.</p> <p><b><u>Recast</u></b> Put a new twist on a fairy tale by changing the setting to a modern-day home. Be certain to describe the setting in detail. Does the new setting affect the outcome of the tale?</p> <p><b><u>Survey</u></b> Conduct a survey in the target language to find out where your classmates live: apartments, single homes, multi-family homes, etc... analyze the data and present percentages.</p>	<p><a href="https://quizlet.com/236391/french-household-chores-flash-cards/">https://quizlet.com/236391/french-household-chores-flash-cards/</a></p> <p><b>French I Home Lesson Plan:</b> <a href="https://www.pimsleurapproach.com/resources/french/lesson-plans/house/fr-house-lesson-plan.pdf">https://www.pimsleurapproach.com/resources/french/lesson-plans/house/fr-house-lesson-plan.pdf</a></p>	<p>king and court, aristocrats and rich upper bourgeoisie.</p> <p>French provincial furniture made in the provincial cities and towns many of which, like Lyon and Liège, retained cultural identities distinct from the metropolis.</p>

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<p>phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience.</p>		<p><b><u>Presentation:</u></b></p> <p>Create a multimedia rich presentation to compare homes and household chores in the home and target cultures.</p> <p><b><u>Advertisement</u></b></p> <p>Create an advertisement for a home you have that you would either like to sell or rent. Include in your advertisement, the number of rooms, bathrooms, amenities, and the price in euros.</p>		
<p>4. Retell highlights from age and level appropriate culturally authentic target language text (oral or written) that includes description of a home, its contents, and chores to describe</p>	<ul style="list-style-type: none"> <li>• How does culture impact the design and construction of homes?</li> <li>• What makes places unique and different?</li> <li>• How does French home price by region differ</li> </ul>	<p><b><u>Fair Market Value</u></b></p> <p>In groups of two, evaluate and compare two properties in similar settings (i.e.city, suburbs, etc...) from target culture and the U.S. Discuss the values (\$ vs. €), property size, number of rooms and</p>	<p><b>Discovering French Bleu (DFB)</b>  <b>A Votre Tour! pp. 148</b></p>	<p>The family is the social adhesive of French culture and each member has certain duties and responsibilities.</p>

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<p>homes in the target culture.</p> <p><b>Standard:7.1.NM.C4</b></p> <p>Present information from age and level appropriate, culturally authentic materials orally or in writing.</p>	<p>from the United States?</p> <ul style="list-style-type: none"> <li>• How do good speakers express their thoughts and feelings?</li> </ul>	<p>bathrooms, amenities, etc...)</p> <p><b><u>Paris Apartment:</u></b></p> <p>Develop a floor plan for your culturally-appropriate apartment in Paris. Label all rooms and prepare a description of at least three. In a presentation to the class, describe the apartment and tell what is in your neighborhood. Use either a poster or a PowerPoint presentation as a visual aid during your presentation.</p>		

## Unit 3 Vocabulary

### Unité 3 : Vocabulaire : Home Sweet Home

<u>La maison</u>	<u>Les caractéristiques</u>	<u>Les meubles/Les objets</u>	<u>Les travaux ménagers</u>
la maison l'appartement l'immeuble la pièce la cuisine la salle à manger la salle de séjour le salon la chambre/la chambre à coucher la salle de bains les toilettes le sous-sol le grenier le couloir l'escalier/les escaliers le porche la véranda le jardin le garage en haut en bas	grand/grande petit/petite joli/jolie traditionnel/traditionnelle confortable moderne  le toit les murs la fenêtre la <u>porte</u> l'entrée les rideaux la serrure la clé la sonnette le grenier	le lit la lampe la commode le sofa les plantes les coussins la couverture la radio la télé l'ordinateur la chaise le fauteuil le canapé la table la cheminée la baignoire la douche le lavabo l'évier l'évier à deux bacs la cuisinière (électrique ou à gaz) le réfrigérateur	préparer le repas préparer le dîner nettoyer faire la vaisselle faire la lessive faire le repassage passer l'aspirateur sur le tapis/dans la chambre balayer le sol

<b>Unit Project (Choose 1)</b>	
<b>Project (Suggested)</b>	<b>Project (Suggested)</b>
<p>1. Design a 3Dimensional model of your ideal home.</p> <p>Provide a Rubric.</p>	<p>2. Create and illustrate a Home Decorating Magazine. Include sentences, expressions and descriptions of the illustrations included in the target language.</p> <p>Provide a Rubric</p>