

World Languages Curriculum



French I: Unit Four **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

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|--------|---------------------|---------|
| Unit 1 | All About Me | 5 weeks |
| Unit 2 | School Days | 5 weeks |
| Unit 3 | Home, Sweet Home | 6 weeks |
| Unit 4 | Food, Glorious Food | 5 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"> • 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

- **Healthy eating habits and fitness practices vary from culture to culture.**

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| Grade: 6-12 | Unit: Four | Topic: Food, Glorious Food |
| New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.2, 7.1.NM.A.3, 7.1.NM.A.5, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.C.4, 7.1.NM.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 |
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| 1. Identify words and phrases associated with food preferences, products, and practices of the target culture. Standard:7.1.NM.A1 Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic | <ul style="list-style-type: none"> • What are similarities and differences between European and American eating habits, table layout, and table manners? • How does a fast food culture impact food culture in France, the United States, and other countries of Europe? • What is the role of | <p><u>Role Play</u> Student act out a dialogue in which they discuss being hungry, thirsty and select food they would like to have.</p> <p><u>French Supermarket</u> In groups of two, assign students the task of shopping to buy the ingredients needed to prepare their meal following</p> | <p><u>Discovering French Bleu (DFB)</u> Leçon 3A, 3B, & 3C video modules DVD and audio CD</p> <p><u>French People Eat</u> http://french.lovetoknow.com/What_Do_French_People_Eat</p> | <p>The various breads found in France.</p> <p>Un croque-monsieur is a traditional sandwich made of toasted ham and cheese.</p> <p>French sandwiches are usually simple with minimal toppings and condiments.</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
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| <p>information sources related to targeted themes.</p> <p>Standard:7.1.NM.A.5</p> <p>Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</p> | <p>French cuisine in the culinary world?</p> <ul style="list-style-type: none"> • What is the role of food and meal taking in a culture’s identity? • What is the importance and significance of “le marché aux puces”? • How is it similar in US? • How do uniquely French dishes reflect the culture? | <p>the recipe.</p> <p><u>Venn Diagram</u></p> <p>Students compare “le marché aux puces” with the Flea Market.</p> <p><u>Collage Gallery Walk</u></p> <p>In groups of 2, make a collage of items found at various food markets. Include shapes, sizes and colors. Display it around the classroom and have students present their work in the target language.</p> | <p><u>Drink</u></p> <p>http://www.perrier.com/en/index.html</p> <p><u>French Supermarket Vocabulary</u></p> <p>http://www.frenchlearner.com/vocabulary/supermarket/</p> <p><u>NY Times 5 Signature French Dishes:</u></p> <p>http://www.nytimes.com/2014/05/25/travel/tasting-france-through-5-signature-dishes.html? r=0</p> | <p>French foods eaten during breakfast, lunch and dinner differ from the ones eaten in the US.</p> <p>Snack foods in France.</p> <p>Perrier is sparkling natural mineral water.</p> <p> Finds at le marché aux puces</p> |
| <p>2. Skim and scan culturally authentic texts to identify cultural products and practices related to French food and</p> | <ul style="list-style-type: none"> • What is it like to go to a restaurant in a French-speaking country? • What do I need to know to feel confident when I | <p><u>Commercial Activity</u></p> <p>Design a commercial for a typical French snack or beverage. Provide a jingle and present it to the class.</p> | <p>Top 10 French delicacies</p> <p>http://www.theguardian.com/travel/2007/jul/25/top10.t ravelfoodanddrink</p> <p>100 French Food/Drink</p> | <p>France produces over 400 varieties of cheese, usually made from cow, goat or sheep milk.</p> <p>Ratatouille can be served as a side dish, as a meal or</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
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| <p>gastronomy.</p> <p>Standard:7.1.NM.A3</p> <p>Recognize a few common gestures and cultural practices associated with the target culture(s).</p> | <p>order at a restaurant?</p> <ul style="list-style-type: none"> How does food impact the economy, family, and social interactions in France? | <p><u>Role play</u></p> <p>Students have been asked at the last minute to replace the presenter of a television cooking show. In groups of two they have to present a theme menu (for Christmas, for a birthday, etc.) They will give ingredients and ideas.</p> | <p>Words and Phrases. A cheat sheet for ordering in French</p> <p>http://www.foodrepublic.com/2011/07/14/100-french-fooddrink-words-and-phrases/</p> | <p>as a stuffing for other dishes, such as “crêpes” and “omelettes”.</p> |
| <p>3. Demonstrate comprehension of oral and written instructions, commands, and requests associated with food.</p> <p>Standard:7.1.NM.A2</p> <p>Recognize familiar spoken or written words and phrases contained in culturally authentic materials using electronic information sources</p> | <ul style="list-style-type: none"> What is healthy eating? What is the obesity rate in France in comparison with the US? What is “food stairs”? How is it similar and different with the US? What are the measurements used to describe quantity in the European countries? | <p><u>Healthy Eating Diagram</u></p> <p>Using a diagram, compare the food stairs to the food pyramid or food plate.</p> <p><u>Recipe Activity</u></p> <p>Develop a recipe of your favorite food, including the measurements and quantities needed for the ingredients in the target language.</p> | <p>Food Pyramid</p> <p>http://www.foodrepublic.com/2011/06/07/food-pyramids-world#!slide=2</p> <p>European Food Guidelines</p> <p>http://www.eufic.org/article/en/expid/food-based-dietary-guidelines-in-europe/</p> <p>Euroclub Schools/the French zone</p> <p>http://www.euroclubschools</p> | <p>The use of sirop or flavored concentrate, such as menth, orange, citron, grenadine or fraise.</p> <p>Culturally appropriate restaurant and/or café behaviors and protocols.</p> <p>The practice of tipping in a French restaurant and/or café.</p> |

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| <p>related to targeted themes.</p> <p>Standard: 7.1.NM.B.2</p> <p>Give and follow simple oral and written directions, commands, and requests when participating in age-appropriate classroom and cultural activities.</p> | | | <p>.co.uk/page29.htm</p> | |
| <p>4. Ask and respond to questions to order a meal from a culturally authentic menu.</p> <p>Standard:7.1.NM.B.4</p> <p>Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> | <ul style="list-style-type: none"> • How is the culture expressed through food? • What is the role of economics in cuisine? • How does street food reflect multiculturalism in a society? | <p><u>Math Activity</u></p> <p>You are in a French café and you want to pay the bill. You only have US dollars. Find out the current euro rate to convert into dollars to pay your bill.</p> <p><u>French Menu/ Restaurant Webquest:</u></p> <p>Students will complete a webquest that will take them to several well-known French restaurants. Students will look at menus, foods, and other key aspects of French culture. They will share their findings via google docs.</p> | <p>Currency Converter</p> <p>http://www.xe.com/currencyconverter/</p> <p>YouTube Ordering at a French Restaurant:</p> <p>https://www.youtube.com/watch?v=AfGjmmkLQM0</p> <p>Understanding French Money in Minutes</p> <p>http://french.answers.com/currency/understanding-french-money-in-minutes</p> | <p>Most of the European Union countries including France use the Euro (€) as their common currency. Currency: images and denominations</p> |

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|---|---|---|--|--|
| | | <p><u>French Menu Creation:</u> Students will create their own authentic using vocabulary and culture introduced in class. The menu can be hand drawn or made using Microsoft publisher.</p> | | |
| <p>5. Interpret highlights from a culturally authentic French language passage orally and/or in writing that compares food and authentic cuisine in the home and target culture(s).</p> <p>Standard: 7.1.NM.C.4 Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> | <ul style="list-style-type: none"> How is cost of food/beverages in France in comparison with the cost in the United States? | <p><u>Post Card</u> Write a post card to a friend. Include 4 to 5 items and their cost in euros.</p> <p><u>Journal</u> Write a paragraph in your journal comparing cost of vegetables in France in comparison with the cost of vegetables in the US. Explain which is less or more expensive.</p> | <p>Food Cost <u>Food Prices in France:</u> http://www.numbeo.com/food-prices/country_result.jsp?country=France</p> <p>http://www.numbeo.com/food-prices/country_result.jsp?country=France</p> <p>http://www.day-tripper.net/prices-in-france-fruit-vegetables.html</p> | <p>Le Guide Michelin is the classic guide to restaurants in France which grants “stars” annually for outstanding cuisine.</p> <p>Favorite gathering places for French young people to eat, drink, or simply meet their friends.</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|--------------------|-------------------|-----------|--|
| Standard: 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s). | | | | |

Unit 4 Vocabulary

Unité 4 : Vocabulaire : Food Glorious Food

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|--|---|---|--|---|---|
| <p><u>Les nourritures</u></p> <p>Un croissant Un sandwich Un sandwich au jambon Un sandwich au fromage Un steak Un steak-frites Un hamburger Un hot dog Une salade Une salade verte Une salade de tomates Une pizza Une omelette Une crêpe Une glace Une glace à la vanille Une glace au chocolat</p> | <p>Une tarte Un gâteau Un éclair</p> <p><u>Les repas</u></p> <p>Le petit déjeuner Le déjeuner Le dîner Le dessert Le plat principal Le casse-croûte</p> <p><u>Les verbes</u></p> <p>Prendre le petit déjeuner Déjeuner Dîner Goûter Manger Détester Avoir faim Avoir soif Mettre la table Acheter</p> | <p><u>Pour le petit déjeuner</u></p> <p>Le pain La confiture Le beurre Les céréales Un oeuf</p> <p><u>Pour le déjeuner et le dîner</u></p> <p>Les hors-d'œuvre La soupe La salade Le fromage Le yaourt Le jambon Le saucisson Le poisson La sole Le thon La viande Le rosbif</p> | <p>Le poulet Le veau Le riz Les spaghetti Les frites</p> <p><u>Les boissons</u></p> <p>L'eau L'eau minérale Le lait Le jus d'orange Le jus de pomme Le jus de raisin Le jus de tomate Le soda La limonade Le café Le thé Le thé glacé Le chocolat</p> | <p><u>Mettre le couvert</u></p> <p>Une nappe Un couvert Un verre Une tasse Une assiette Une serviette Une fourchette Une cuillère Un couteau</p> <p><u>Les ingrédients</u></p> <p>Le sucre Le sel Le poivre La mayonnaise La moutarde Le ketchup</p> | <p><u>Les fruits et le légumes</u></p> <p>Une orange Une banane Une pomme Une poire Une fraise Une cerise Un pamplemousse Une tomate Un concombre Une carotte Une pomme de terre Un poivron Des petits pois Des haricots verts</p> <p><u>Les quantités</u></p> <p>Une livre (de) Un kilo (de) Une douzaine (de) Un litre Une boîte</p> |
|--|---|---|--|---|---|

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|---|---|--|-------------------------|--|------------|
| <u>Les couleurs</u> | <u>Les adjectifs</u> | <u>Au café</u> | <u>L'argent</u> | | Un morceau |
| Bleu/Bleue Blanc/Blanche Rouge Orange Jaune Vert/Verte Noir/Noire Marron | Bon/Bonne Délicieux/Délicieuse Succulent/Succulente Piquant/Piquante Sucré/Sucrée Salé/Salée Gelé/Gelée Glacé/Glacée Frais/Fraîche En conserve En boîte | Combien coûte... ? Il coûte... euros. Elle coûte... euros. Ça fait combien ? Ça fait...euros. C'est combien ? Monsieur, s'il vous plaît. | Euro (s) Centime (s) | | |

Unit Project (Choose 1)

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|---|--|
| Project (Suggested) | Project (Suggested) |
| <p>1. In groups of 3 or 4, design a menu and create an original skit in a restaurant or a café setting. Include in your skit, culturally appropriate greeting(s) to server and friends, authentic foods and beverages, and ask for the check. Act out your skits and present in front of the class.</p> <p>Provide Rubrics for:</p> <ul style="list-style-type: none"> ● Menu ● Skit <p>Provide a Rubric.</p> | <p>2. Develop a recipe of your favorite food (from any culture). Recipe must be written and presented in the target language. Include an image of the final product. Class recipes will be added to the class recipe book. Recipe book will be shared with all students in class.</p> <p>Provide a Rubric.</p> |