

World Languages Curriculum



French I: Unit Five **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>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

- **Family plays an important role on all societies and cultures. Personal identity is developed through experiences that occur within one’s family, one’s community, and the culture at large.**

Grade: 6-12	Unit: Five	Topic: Celebrations!
New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.4, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.1, 7.1.NM.C.2, 7.1.NM.C.3, 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
Identify words and phrases associated with people, places and things related to cultural celebrations. Standard:7.1.NM.A1 Recognize familiar spoken or written words and phrases contained in culturally authentic	<ul style="list-style-type: none"> • How does family in France compare to mine? • How does a societies’ definition of family reflect its culture? • How are family traditions in France different or similar to your own traditions? 	<p><u>Venn Diagram/Cross Cultural Understanding</u></p> Students watch the video module. Identify similarities and differences between teen parties in France and the parties they attend. <p><u>Venn Diagram</u></p> Compare and contrast traditional family structure in the home and target	<p>Discovering French Bleu DFB</p> Leçon 7 video modules DVD and audio CD <p>French Holidays</p> http://www.discoverfrance.net/France/DF_holidays.shtm 1	French concept of family. French Monarchy and the Principality of Monaco. Fertility rate, childcare and parental leave. Public Holidays Religious Holidays Regional Holidays

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>materials using electronic information sources related to targeted themes.</p> <p>Standard:7.1.NM.A.4 Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>	<ul style="list-style-type: none"> How will you describe your family? How are aspects of identity expressed in various holidays and traditions? 	<p>culture.</p> <p><u>Journal</u> Students write a paragraph about their favorite holidays and the reasons including favorite food, decorations, and clothing worn.</p>	<p>Le Point du Flé – Fêtes http://www.lepointdufle.net/fetes.htm</p> <p>Parental Leave http://www.tulane.edu/~rouxbee/soci626/france/parental_leave.htm</p>	
<p>Ask and respond to memorized questions about family members, clothing, seasons, names of authentic holidays, activities associated with planning, attending, and participating in celebrations.</p> <p>Standard: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p>	<ul style="list-style-type: none"> How are holidays celebrated in the United States? In your culture? In France? How are perceptions of beauty and creativity established? How do ideals of beauty and aesthetics influence daily life? How can climate impact aspects of culture such as cuisine, pastimes, and economy? What are the 	<p><u>Storytelling</u> Students work in pairs to write a mini dialogue. The conversation is concentrated on one person calling the other (friend), to invite him/her to a celebration. Act out the dialogue.</p> <p><u>Virtual Bulletin Boards</u> Have students search the Internet to find out what singers, musical groups, and songs are currently popular</p>	<p>La mode https://french.yabla.com/player_cdn.php?id=901&tlang_id=en</p> <p>Holidays & Celebrations in France http://www.frenchmoments.eu/holidays-and-celebrations-in-france/</p> <p>The Top French pop Stars in France http://www.francethisway.com/top10lists/topfrenchpopstars.php</p>	<p>Holiday customs and traditions.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>Standard: 7.1.NM.B.5 Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</p>	<p>climates in the various provinces of France?</p> <ul style="list-style-type: none"> • How do we describe the weather conditions and temperature? • How do native speakers describe the weather related to seasons? 	<p>in France and the francophone world. Assign a different country to groups of four students. Students must include names of artists, photos, titles of songs and create a bulletin board about francophone music.</p>	<p>Weather in France – Climate of French Cities http://gofrance.about.com/od/travelplanning/ss/weatherinfrance.htm</p>	
<p>Create a multimedia rich presentation using words and phrases to describe a celebration in the home or target culture.</p> <p>7.1.NM.C.1 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>	<ul style="list-style-type: none"> • Do you celebrate any holidays and/or major life events? • How does culture manifest itself in your daily life? 	<p><u>Invitation à une boum</u> Students will design and create a party invitation. The invitation should tell when and where the party will be and who is throwing it.</p> <p><u>Charades</u> Divide the class into two or three teams. Choose vocabulary related to holidays and celebration and tell one member from each team the word for that round. Team members</p>	<p>French Words: At a Party http://www.learnalanguage.com/learn-french/french-words/at-a-party.php</p> <p>Menu: A Classic French Dinner Party http://www.saveur.com/article/Menu/Menu-A-Classic-French-Dinner</p>	<p>Jours feriés Jour de l'an Fête de la Victoire 1945; Fête du huitième mai Fête nationale Assomption Fête du premier mai La Toussaint Noël Jour d'armistice Fête des Mères Fête des Rois</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>7.1.NM.C.3 Copy/write words, phrases, or simple guided texts on familiar topics.</p>		<p>alternate acting out clues until one team guesses the correct word. The first team to guess a word gets a point and starts the next round with a new member acting out the clues. The team with the most points is the winner.</p>		<p>le poisson d'avril Buche de Noël</p>
<p>Label tangible products, dramatize and authentic song, or recite a poem associated with a target culture celebration.</p> <p>7.1.NM.C.2 Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.</p> <p>Standard: 7.1.NM.C.5 Name and label tangible cultural products and imitate cultural practices from the target culture(s).</p>	<ul style="list-style-type: none"> • What is the significance of gift giving in French culture? • How does traditional etiquette play a role in cultural celebrations? • How do traditional celebrations reflect French culture as well as your own? • Does your family sing traditional holiday songs? • Do you celebrate birthdays? 	<p><u>Picture Identification</u> Teacher posts a variety of pictures and will distribute various sentences describing the pictures related to family, clothes and celebrations. Students will match the sentences to the posted pictures.</p> <p><u>La Marseillaise</u> Provide lyrics to “La Marseillaise”, play the audio, and have students sing along.</p> <p><u>Music</u> Teach students the traditional French song Au</p>	<p>Songs https://www.youtube.com/watch?v=LGdyWpxTIdE</p> <p>Euroclub Schools/the French zone/</p> <p>1. Jukebox track 30/La Marseillaise</p> <p>2. Jukebox track 40/CanCan</p> <p>http://www.euroclubschools.co.uk/page29.htm</p> <p>Birthday Songs Lyrics http://www.omniglot.com/songs/multilingual/birthday/french.htm</p>	<p>Traditional French Holiday songs French National Anthem The importance of birthdays in France. Traditional baby names.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
		<p>Claire de la Lune which includes some of the possessive adjectives.</p> <p><u>Écrire un poème</u></p> <p>In groups of four, have students brainstorm some rhyming words they have learned in French. Then have them use their list of words to create a short poem. Groups will share their poems with the class.</p>	<p>Joyeux Anniversaire https://www.youtube.com/watch?v=8794CqG58is</p> <p>Bon Anniversaire http://gauterdo.com/ref/bbon.anniversaire.html</p> <p>Traditions http://french.lovetoknow.com/french-culture/french-birthday-traditions</p> <p>Au Claire de la Lune https://www.youtube.com/watch?v=IYLTc3tGdzc</p> <p>Pirouette, Cacahuète https://www.youtube.com/watch?v=W0aMIKXajw8</p> <p>Poems http://www.frenchtoday.com/french-poetry-reading/chanson-pour-les-enfants-l-hiver-jacques-prevert-song-french-poem-video</p>	

Unit 5 Vocabulary

Unité 5 : Vocabulaire : Celebrations

<p><u>La famille</u></p> <p>Un frère Une soeur Un cousin Une cousine Un père Une mère Un oncle Une tante Un grand-père Une grand-mère Un beau-père Une belle-mère Un beau-frère Une belle-sœur Un demi-frère Une demi-sœur</p> <p><u>Les animaux domestiques</u></p> <p>Un chat Un chien</p> <p><u>La possession</u></p> <p>Mon Ma Mes</p> <p><u>Les vêtements</u></p> <p>Un blouson Une chemise Un chemisier Une robe Un chapeau Une jupe Um imper/un imperméable Une veste Un jean Une casquette Une ceinture</p>	<p><u>La description</u></p> <p>À la mode Beau/Belle Bon marché Cher/Chère Chouette Court/Courte Long/Longue Démodé/Démodée Élégant/ Élégante Grand/Grande Petit/Petite Joli/Jolie Moche Nouveau/Nouvelle Vieux/Vielle</p> <p><u>Les verbes</u></p> <p>Acheter Amener Espérer Préférer Payer Dépenser Gagner Porter Coûter</p>	<p><u>Le temps</u></p> <p>Quel temps fait-il? Il fait beau Il fait bon Il fait chaud Il fait frais Il fait froid Il fait mauvais Il pleut Il neige</p> <p><u>Les saisons</u></p> <p>Le printemps au printemps L'été en été L'automne en automne L'hiver en hiver</p> <p>Quel temps fait-il en septembre ? Quel temps fait-il en hiver ?</p> <p><u>Les jours fériés/les fêtes et les célébrations</u></p> <p>Le Nouvel an Noël La veille de Noël Pâques La fête nationale</p>
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<p>Un jogging Un maillot de bain Un manteau Un pantalon Un polo Un pull Un short Un survêtement Un sweat Un tee-shirt</p>	<p>Une cravate Des baskets Des tennis Des bottes Des chaussettes Des chaussures Des sandales Des lunettes Des lunettes de soleil</p>	<p>Mettre Célébrer Fêter Recevoir Inviter Envoyer Attendre Offrir Avoir besoin de... Avoir envie de...</p> <p><u>Les numéros (80-1000)</u> Quatre-vingts Quatre-vingt-un Quatre-vingt-deux Quatre-vingt-trois... Quatre-vingt-dix Quatre-vingt-onze Quatre-vingt-douze Quatre-vingt-treize... Cent Deux cent Trois cent... Mille</p>	<p>La fête de mères La fête des rois La Toussaint Le jour d’armistice L’anniversaire Le mariage</p> <p><u>Les expressions</u> Joyeux anniversaire Joyeux Noël Félicitations! Bûche de Noël Le gâteau Le cadeau Les invités Le marié La mariée L’invitation</p>
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Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p>1. Create your family tree by including all the members and relatives of your choice. Include a minimum of eight members and a maximum of 12 members.</p> <p>Students are expected to present their Family Tree stating the name, relation, age, and two descriptions (physical and personality trait).</p> <p>Projects may be poster, power point, movie, etc...</p> <p>Provide rubric.</p>	<p>2. Write a narrative on your favorite celebration. Provide reason(s) why it's your favorite include specialty foods served in your culture/family; discuss traditions and customs, season, songs, and clothing worn during the holiday.</p> <p>Students are expected to present to their peers. Students are encouraged to bring in photos, props special to the holiday, and anything else that may be symbol of the holiday.</p> <p>Provide rubric.</p>

