

# World Languages Curriculum



## **French I: Unit Six** **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:**

- Exploring animal behavior in home and target cultures is essential in developing an understanding to world and global issues.

<b>Grade: 6-12</b>	<b>Unit: Six</b>	<b>Topic: Migratory Animals</b>
<b>New Jersey Core Curriculum Content Standards (NJCCCS):</b> <b>7.1.NM.A.1, 7.1.NM.A.4, 7.1.NM.B.1, 7.1.NM.B.3, 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>Skim and scan culturally authentic audio, video or written text from electronic information sources and other sources to identify information about indigenous and migratory animals, their habitats, and the reason for migration.</p> <p><b>Standard:7.1.NM.A1</b></p> <p>Recognize familiar spoken or written words and</p>	<ul style="list-style-type: none"> <li>• How does indigenous wildlife impact culture?</li> <li>• Which animals migrate?</li> <li>• What causes migration?</li> <li>• How does geography impact migratory animals?</li> <li>• What are some of the characteristics of migratory and indigenous animals?</li> </ul>	<p><b><u>Picture Identification</u></b></p> <p>Listen to the teacher as he/she describes a migratory animal. After each pause, write the number associated with a picture that illustrates the animal. (use colored images)</p> <p><b><u>Map Activity</u></b></p> <p>Locate important regions on a map where migratory animals migrate to and</p>	<p><b><u>Animal Life</u></b></p> <p><a href="http://www.britannica.com/EBchecked/topic/215768/France/41107/Animal-life">http://www.britannica.com/EBchecked/topic/215768/France/41107/Animal-life</a></p> <p><b><u>Le top 15 Migrations Animales</u></b></p> <p><a href="https://www.youtube.com/watch?v=v7Vp_VOY7vQ">https://www.youtube.com/watch?v=v7Vp_VOY7vQ</a></p> <p><b><u>La grande migration des animaux sauvages</u></b></p> <p><a href="http://fr.cntv.cn/special/migr">http://fr.cntv.cn/special/migr</a></p>	<p>Indigenous animals are depicted in paintings, sculpture, and other art forms.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>phrases contained in culturally authentic materials using electronic information sources related to targeted themes.</p> <p><b>Standard:7.1.NM.A.4</b></p> <p>Identify familiar people, places, and objects based on simple oral and/or written descriptions.</p>		<p>from. Label and paste a photo of animal(s) per region.</p> <p><b><u>Venn Diagram</u></b></p> <p>Students make a Venn Diagram comparing migratory animals including characteristics, habitats, reasons for migration, survival needs, geographical locations, and weather patterns.</p>	<p><a href="http://www.lesatonafrique.com/Accueil/index.shtml">ationafrique/Accueil/index.shtml</a></p> <p><b>Pourquoi les animaux hibernent-ils?</b></p> <p><a href="https://www.youtube.com/watch?v=Rdnku3pKgEc">https://www.youtube.com/watch?v=Rdnku3pKgEc</a></p> <p><b>Birds</b></p> <p><a href="http://www.britannica.com/EBchecked/topic/381854/migration/48503/In-Europe">http://www.britannica.com/EBchecked/topic/381854/migration/48503/In-Europe</a></p> <p><a href="http://about-france.com/wildlife/birds.htm">http://about-france.com/wildlife/birds.htm</a></p> <p><a href="https://www.youtube.com/watch?v=CwIT9pv4khw">https://www.youtube.com/watch?v=CwIT9pv4khw</a></p> <p><a href="https://www.youtube.com/watch?v=Pfn_508JER8">https://www.youtube.com/watch?v=Pfn_508JER8</a></p> <p><b>Fish</b></p> <p><a href="http://www.britannica.com/">http://www.britannica.com/</a></p>	

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			<p><a href="http://www.britannica.com/EBchecked/topic/381854/migration/48500/Catadromous-fish#toc48501">EBchecked/topic/381854/migration/48500/Catadromous-fish#toc48501</a></p> <p><a href="https://www.youtube.com/watch?v=ZR4_LhPCgbo">https://www.youtube.com/watch?v=ZR4_LhPCgbo</a></p> <p><a href="https://www.youtube.com/watch?v=CN6yBJwtRp0">https://www.youtube.com/watch?v=CN6yBJwtRp0</a></p> <p><b>Mammals</b></p> <p><a href="http://www.britannica.com/EBchecked/topic/381854/migration/48507/Modes-of-migration#toc48508">http://www.britannica.com/EBchecked/topic/381854/migration/48507/Modes-of-migration#toc48508</a></p> <p><a href="https://www.youtube.com/watch?v=81ouCYNsg3s">https://www.youtube.com/watch?v=81ouCYNsg3s</a></p>	
<p>Ask and respond to memorized questions about indigenous and migratory animals, their habitats, and the reasons for their migration using digital tools and face-to-face communication.</p>	<ul style="list-style-type: none"> <li>• What is the influence of habitat on migratory patterns?</li> <li>• How does climate impact animal migration?</li> <li>• How are migratory animals portrayed in</li> </ul>	<p><b><u>Narrative</u></b></p> <p>Assign a migratory animal per student. Have the students write a narrative including the physical characteristics, survival needs, geographical location, weather patterns</p>	<p><b>Reptiles and amphibians</b></p> <p><a href="http://www.britannica.com/EBchecked/topic/381854/migration/48500/Catadromous-fish#toc48501">http://www.britannica.com/EBchecked/topic/381854/migration/48500/Catadromous-fish#toc48501</a></p> <p><b>Wildlife In France</b></p>	<p>Migratory and indigenous animals are often the subjects of literary works.</p>

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<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>French literature and art?</p>	<p>and compass points to follow migration of the animal. Present to the class in target language.</p> <p><b><u>Video</u></b> View a video in the target language on migratory animal(s). Turn off the video and take turns identifying major key points in the video. Include animal names, regions, geographical location, patterns, etc...</p> <p><b><u>Children's Book:</u></b> Students will write an original story in the target language depicting an indigenous or migratory animal as the main character. Students may work individually or in pairs. (give students examples of Native American folktales where animals such as the raccoon are depicted as a</p>	<p><a href="http://www.lost-in-france.com/wildlife-in-france">http://www.lost-in-france.com/wildlife-in-france</a></p> <p><a href="http://www.planetepassion.eu/">http://www.planetepassion.eu/</a></p> <p><a href="http://www.wildlifeinfrance.com/">http://www.wildlifeinfrance.com/</a></p> <p><a href="http://mongabay.org/donate/support-us-through-nature-photos/">http://mongabay.org/donate/support-us-through-nature-photos/</a></p> <p><b>La Migration Sauvage en Afrique</b></p> <p><a href="https://www.youtube.com/watch?v=-hTuwWLP7Q8">https://www.youtube.com/watch?v=-hTuwWLP7Q8</a></p> <p><b>Wildlife in France - guide to French wildlife and animals</b></p> <p><a href="http://www.francethisway.com/wildlife/francewildlife.php">http://www.francethisway.com/wildlife/francewildlife.php</a></p>	

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<p>Demonstrate culturally appropriate gestures and imitate appropriate intonation for asking different types of questions in the French language about indigenous and migratory animals.</p> <p><b>Standard:7.1.NM.B.3</b></p> <p>Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</p>	<ul style="list-style-type: none"> <li>Do animals make the same sound in French as they do in English?</li> <li>How does culture influence the naming of animals?</li> <li>Are migratory animals essential for human survival?</li> </ul>	<p><b><u>Inquiry</u></b></p> <p>Students are paired to read a passage in the target language about indigenous or migratory animals. One student develops questions in the target language and the second student responds based on information in the passage. Students share their questions and answers with the class.</p>	<p><b><u>Animal Habitat</u></b>  <a href="https://www.youtube.com/watch?v=MsoUZzGtoOs">https://www.youtube.com/watch?v=MsoUZzGtoOs</a></p> <p><b><u>Animal Sounds</u></b>  <a href="http://www.eleceng.adelaide.edu.au/personal/dabbott/animal.html">http://www.eleceng.adelaide.edu.au/personal/dabbott/animal.html</a></p> <p><b><u>La chaîne météo (weather channel)</u></b>  <a href="http://videos.lachainemeteo.com/videos-meteo/videos-la-chaine-meteo.php">http://videos.lachainemeteo.com/videos-meteo/videos-la-chaine-meteo.php</a></p> <p><b><u>Global Action for Migratory Animals (French Subtitles HD)</u></b>  <a href="https://www.youtube.com/watch?v=7DTtU544Szs">https://www.youtube.com/watch?v=7DTtU544Szs</a></p>	<p>French onomatopée, a word meant to mimic a certain sound made by un humain (a human), un animal (an animal) or un objet (an object) are different in French and English.</p>
<p>Interpret highlights from age and level appropriate culturally authentic French language text orally or in</p>	<ul style="list-style-type: none"> <li>How would I describe indigenous and migratory animals in French?</li> </ul>	<p><b><u>Picture Collage</u></b></p> <p>Divide the class into groups. Provide each group with animal images,</p>	<p><b><u>Animal Printouts</u></b>  <a href="http://www.enchantedlearning.com/coloring/migrate.sht">http://www.enchantedlearning.com/coloring/migrate.sht</a></p>	

NJDOE Student Learning Objectives	Essential Question	Sample Activities	Resources	Cultural Products, Practices, and Perspectives
<p>writing that includes physical characteristics of indigenous and migratory animals, their habitats, and their migratory patterns by creating a multimedia-rich presentation.</p> <p><b>7.1.NM.C.1</b></p> <p>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></p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p>	<ul style="list-style-type: none"> <li>How would you observe and study migratory animals?</li> </ul>	<p>characteristics, habitats, regions. Have each group create a collage by matching the appropriate animal to the descriptions. Each member of the group presents one migratory animal with the appropriate information.</p>	<p><u>ml</u></p> <p><b>Migratory Animals Enchanted Learning</b></p> <p><u><a href="http://www.enchantedlearning.com/coloring/migrate.shtml">http://www.enchantedlearning.com/coloring/migrate.shtml</a></u></p> <p><u>ml</u></p>	

## Unit 6 Vocabulary

### Unité 6 : Vocabulaire : Migratory Animals

<u>Les animaux migrateurs</u>	<u>Les caractéristiques</u>	<u>La nourriture/Les nécessités</u>	<u>Les conditions météorologiques</u>
L'éléphant d'Afrique L'éléphant d'Asie Le bison d'Amérique Le caribou La grenouille Le crabe La tortue de mer Le requin-tigre L'oiseau bleu Le rossignol L'oiseau-mouche Le papillon monarque La chauve-souris rouge Le dauphin Le béluga Le colvert L'oise des neiges Le cacatoès	Les couleurs (déjà étudié) Les adjectifs (déjà étudié) Le poil La plume L'écaille Le coquillage La peau Les ailes La trompe Le bec Voler Voler en groupe Nager Nager en banc Marcher Marcher en troupeau Migrer Hiberner Dormir Survivre	Les insectes Les plantes Les animaux L'eau Le soleil La pluie La neige L'espace sec L'espace humide L'océan La mer La rivière  <u>Les locations géographiques</u> Nord Sud Est Ouest L'Arctique L'Antarctique	Avoir besoin de la pluie Avoir besoin de conditions froides Avoir besoin du soleil Être à l'ombre Conditions glaciales

## Unit Project (Choose 1)

Project (Suggested)	Project (Suggested)
<p><b><u>Picture Book/Photo Essay:</u></b> In groups of 3-4 students will create a migratory animal picture book using Prezi. This digital picture book must include the target language and include music as well as feature a large picture and a caption French. This project will enhance French writing skills.</p>	<p><b>Creative Writing:</b> Students will be presented with one picture or a series of pictures of indigenous or migratory to students and ask them to imagine a story by writing two to five sentences inspired by the pictures.</p>