

World Languages Curriculum



French I: Unit Seven **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:

- Exploring and understanding products and practices of the target culture as they relate to reuse, recycle, and reduce vital in understanding the global needs for going green and caring for our planet.

| | | |
|---|--------------------|---|
| Grade: 6-12 | Unit: Seven | Topic: Going Green and Globalization |
| New Jersey Core Curriculum Content Standards (NJCCCS): 7.1.NM.A.1, 7.1.NM.A.4, 7.1.NM.B.1, 7.1.NM.B.2, 7.1.NM.B.4, 7.1.NM.B.5, 7.1.NM.C.1, 7.1.NM.C.4 | | |
| 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 |
|--|---|--|--|---|
| 1. Skim and scan culturally authentic French language materials from a variety of sources (i.e. electronic, text, video, Internet, etc.) to identify words and phrases associated with environmental products and French | <ul style="list-style-type: none"> • What is the impact of recycling on the environment? • Why should we care about the environment? • How is recycling different around the globe? • How does pollution impact Spain and the | <p><u>Video</u></p> <p>Divide students by groups of 2 or 4. Watch the video on “l’impact de l’homme sur l’environnement”. Have students write five (5) issues observed. Discuss in groups solutions for the five (5) issues and report back to the class.</p> | <p>L’impact de l’homme sur l’environnement</p> <p>https://www.youtube.com/watch?v=1lhXbu_9qOM</p> <p>La pollution:air, eau, terre</p> <p>https://www.youtube.com/watch?v=QKBJGfQm5w8</p> | <p>The practice of recycling and how it is carried out in different cultures.</p> <p>The accessibility of trash receptacles in public spaces.</p> <p>The presence or lack of environmental regulations.</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|--|--|---|
| <p>cultural practices.</p> <p>Standard:7.1.NM.A1 Recognize familiar spoken or written words and phrases contained in culturally authentic 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> | <p>United States?</p> | <p><u>Oral Presentation</u> Create a Power Point Presentation on a region of France or the francophone world about the effects of pollution. Identify the cause(s) of pollution and the health problems it is causing. What is the country doing to address this issue. Present to the group.</p> | <p>Le Point: La pollution en France http://www.lepoint.fr/environnement/pollution-la-france-suffoque-14-03-2014-1801008_1927.php</p> <p>Libération Société: La pollution de l'air http://www.liberation.fr/societe/2013/12/12/pollution-de-l-air-trop-de-gens-ignorent-les-mesures-de-precaution-a-prendre_966086</p> <p>Air Paris: Les effets de la pollution http://www.airparif.asso.fr/pollution/effets-de-la-pollution-generalites</p> | |
| <p>2. Formulate directions regarding environmental practices in France and</p> | <ul style="list-style-type: none"> • Why do we recycle? • How are recycling symbols similar and | <p><u>Posters</u> Create a recycling plan for the school and post the</p> | <p>BBC News: Fighting pollution http://www.bbc.com/news/</p> | <p>France is at the forefront of 21st century recycling techniques and practices.</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|---|---|---|---|--|
| <p>Francophone world.</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>different in the United States, the Spanish speaking world and Europe?</p> | <p>English and French posters around the school.</p> <p><u>Recycle</u></p> <p>Create recycling centers in the classroom. Post directions in French and label the centers by using recycling symbols.</p> | <p>world-europe-32016730</p> <p>News Technology & Science: Paris pollution hits life-threatening level</p> <p>http://www.cbc.ca/news/technology/paris-pollution-hits-life-threatening-level-1.2573059</p> | |
| <p>3. Ask and respond to memorized questions about environmental practices using digital tools and face-to-face communication in the French language.</p> <p>Standard: 7.1.NM.B.1</p> <p>Use digital tools to exchange basic information at the word and memorized-phrase level related to self and targeted themes.</p> | <ul style="list-style-type: none"> • How can we effectively protect our living areas? • Why are green initiatives essential for human survival? | <p><u>Scenarios</u></p> <p>Working in pairs, students take turns posing scenarios with recycling implications and suggesting the course of action to be taken.</p> <p><u>Role Play</u></p> <p>How to recycle various used items at school</p> | <p>Recycling Laws in France</p> <p>http://www.unevacanceenfrance.com/french-recycling-laws/</p> <p>Trash Collection and Recycling in the City of Paris</p> <p>https://postedinparis.wordpress.com/2010/03/19/trash-collection-and-recycling-in-the-city-of-paris/</p> <p>Tri et recyclage : comprendre les principaux symboles</p> <p>http://www.service-</p> | <p>The use or non use of recyclables in every day life (plastic utensils, paper plates, plastic water bottles, packaging industry). What is each nation’s perspective on being a “throw away” society?</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|--|--|---|--|---|
| <p>Standard: 7.1.NM.B.4 Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</p> <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><u>Classification Activity</u> The instructor will bring in large plastic containers for students to pick recyclables for deposit in the appropriate receptacle. The class will write a Gouin series about what they observe.</p> | <p>public.fr/actualites/007909.html</p> <p>Gouin Series https://wlteacher.wordpress.com/2012/02/10/using-the-gouin-series-is-the-foreign-language-classroom/</p> <p>Gouin Writing https://wlteacher.wordpress.com/category/writing/</p> <p>France Says New Roofs Must Be Covered In Plants Or Solar Panels http://thinkprogress.org/climate/2015/03/20/3636746/fran-ch-rooftops-go-green/</p> | |
| <p>4. Compare and contrast environmental products and practices of French and Francophone culture with those of the local school/community</p> | <ul style="list-style-type: none"> • What is the environmental, social, and cultural impact of going green in the Spanish speaking world? | <p><u>Venn Diagram</u> Compare the cost of recycling in France and the United States.</p> | <p>Publications.USA.gov Going Green</p> <p>L'argent des poubelles - recycling projects in Dakar http://www.bbc.co.uk/educa</p> | <p>The popularity of estate sales, garage sales, and consignment shops to re-purpose goods.</p> |

| NJDOE Student Learning Objectives | Essential Question | Sample Activities | Resources | Cultural Products, Practices, and Perspectives |
|--|---|---|---|--|
| <p>using information found in age and level appropriate culturally authentic texts.</p> <p>7.1.NM.C.1</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>Standard: 7.1.NM.C.4</p> <p>Present information from age- and level-appropriate, culturally authentic materials orally or in writing.</p> | <ul style="list-style-type: none"> • What is the role of government and economy in environmental initiatives? • What is the role advertising in the going green movement? | <p><u>Skype Activity</u></p> <p>Email exchange or Skype video conference to exchange information with French peers about where they live, the types of recycling strategies they use for daily life.</p> | <p>tion/clips/zkfw2hv</p> <p>France and the Use of Recycled Plastics in Automobiles</p> <p>http://www.businessopportunities.ukti.gov.uk/export/businessopportunity/899260.html</p> <p>Pod Cast Recycling and Composting Laws in France</p> <p>http://www.organicstream.org/2015/02/09/organics-recycling-in-france-how-new-compost-standards-incoming-laws-will-change-the-landscape/</p> <p>France Going Green</p> <p>http://francegoinggreen.com/</p> | |

Unit 7 Vocabulary

Les symboles de recyclage

Triman
 Tidy man (l'homme propre)
 Poubelle barrée
 Anneau de Möbius
 Verre recyclable
 Aluminium recyclable
 Anneau de Möbius avec
 pourcentage
 Point vert

Les formes et les matières

le cercle
 le carré
 le triangle
 le rectangle
 l'hexagone
 la flèche
 l'ovale
 le losange
 le cube
 le cylindre
 le papier
 L'aluminium
 Le verre
 L'acier
 Le polyethylene à haute densité
 L'eau
 L'électricité

Les expressions interrogatives

Où
 Quand
 Comment
 Pourquoi
 Avec qui
 Pour qui

Les prépositions de place

Sur
 Sous
 Dans
 Devant
 Derrière
 À côté de
 À droite de
 À gauche de

Révision

Les couleurs
 Les numéros

Vocabulaire du recyclage

La planète
 L'atmosphère
 La conservation
 L'écologie
 L'écosystème
 La pollution
 L'énergie
 L'environnement
 La forêt tropicale
 La terre
 Écologique
 Propre
 En voie de disparition
 Réchauffement climatique
 Un/une bénévole
 Du travail bénévole
 Jour de la terre

Les verbes

Recycler
 Protéger
 Réduire les déchets
 Réutiliser
 Conserver
 Prendre soin de...
 Polluer
 Mettre

Unit Project (Choose 1)

| Project (Suggested) | Project (Suggested) |
|--|---|
| <p><u>Create a Logo:</u> Design a French language t-shirt or logo that promotes green activities in home, school and community within your culture and French culture for marketing to the local and international community through the school store and school website.</p> <p style="margin-top: 20px;">Provide Rubric</p> | <p><u>Environmental Debate:</u> Students will be put into groups and assigned one side of an environmental issue. Each group will create a poster in support of their argument/issue. Each group will present and the class will engage in an Oxford-Style Debate.</p> <p style="margin-top: 20px;">Provide Rubric</p> |