



Manhattan Center for Science and Math High School

LOTE Department Curriculum

Content/Discipline FRENCH 4

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question

Unit/Topics

- ✦ Paris/France
- ✦ Restaurants/Food
- ✦ Physical Environment (Optional: World Water Day and Earth Day)

Understandings:

Students will understand...

- that people eat for nutrition and for opportunities for social interaction.
- that culture reflects meal schedule/length, types/portion of food, attitudes about food, awareness of relationship between eating and healthy living, grocery stores vs. open-air markets/specialty shops, import/export, types of restaurants and restaurant etiquette, which are shared by members of a particular group.
- that our world is made up of diverse natural and man-made features which support people's varied wants and needs.
- that culture reflects climate, geography, topography, regional differences, language variations, and leisure time activities, which are shared by members of a particular group.

Essential Questions:

- What is the role of food in the target culture?
- How does the geography of the country have an impact on the food?
- How is food a reflection of culture?
- How do different geographical features influence lifestyles and attitudes?
- How does the weather and natural resources influence lifestyles and attitudes?

SWBAT/Objectives

Students will be able to ...

- read cultural textbook articles on Paris and the regions of France.
- conduct guided online research of Paris and the 22 regions in France.
- label a map of Paris with at least 15 major tourist destinations
- a map of France with its 22 regions and their points of interest and products.
- use comparative adjectives and superlative adjectives when describing people, places, and things.
- create a menu with regional dishes.
- use partitive articles when ordering food.
- conjugate vouloir, pouvoir, devoir, and falloir to say what they want to do, can do, and must do.
- write a 75-word letter describing their virtual experiences in France.
- engage in restaurant and travel-related dialog.
- read articles on environmental issues, including World Water Day.

Vocabulary/Key

Students will know...

- places of historical importance in Paris

Terms	<ul style="list-style-type: none"> • regional and historical points of interest in the 22 regions of France. • the regional influences for French cuisine. • how to read and order from a French menu. • vocabulary related to geography, climate, and environmental issues.
Assessments:	<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Read a dialog on a museum visit and answer questions about the dialog. • Read articles on several French artists, art museums, and French art styles and answer questions on the readings. • Make comparisons between da Vinci’s “La Joconde” and Picasso’s “Portrait de Dora Maar.” • Read textbook articles on places of interest in Paris and their historical significance. • Complete guided online research handouts on Paris and a virtual tour of the Louvre museum. • Watch textbook videos on Paris and farm life and answer questions on the video. • Read a dialog on a trip to one of France’s rural regions and answer questions about the dialog. • Read cultural textbook articles on the regions of France and answer questions on the reading. • Complete guided online research handout on the products and historical significance of each of the 22 regions in France. • Write about food dishes using partitive articles (du, de la, de l’). • Write sentences using vouloir, pouvoir, devoir, and falloir. • Add vouloir, pouvoir, devoir, and falloir to their verb books. • Read French menus determining whether they are <i>à la carte</i> or <i>à prix fixe</i>. • Pair practice dialog ordering from a menu, going to a restaurant, and traveling in France. • Label a map of Paris with its 22 regions and their points of interest, natural resources, and products. • Create a menu with foods from different regions. • Watch textbook videos on France and answer questions on the video. • Complete passport pages for France. • EXAM—Write a 100-word letter essay using the passé composé to say where they went, what they saw, and what they did in Paris. • Create a postcard picture for their letter. • Read and answer questions on geographical features and modes of transportation. • Read articles on the environment and answer questions on the readings. <p>Other Evidence:</p> <ul style="list-style-type: none"> • Students will reflect on the assignments and cultural concepts in their journals. • 1,2,3 “How Well Did You Meet the Objectives?” closure strategy. <p>Exit cards—wrap us sentence completers.</p>
Common Core Standards:	<p>COMMON CORE STANDARDS:</p> <p>CCS ELA Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCS ELA Writing</p>
Differentiated Instruction:	

<p>ELLs:</p> <p>SWDs:</p> <p>High-Achievers:</p>	<p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCS ELA Speaking and Listening</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>DIFFERENTIATED INSTRUCTION</p> <p>ELLs: Students will be able to make linguistic connections between French and their home language and English. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Students will also write reflective essays in their journals on linguistic and cultural connections.</p> <p>SWDs: Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p> <p>High-Achievers: Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers. Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
<p>Resources/Books</p>	<p>C'est a Toi Level 1 and 2 with video and audio resources by EMC Publishing, French-English and French dictionaries</p>

Homework: Per Teacher



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Marking Period 2

Topic and Essential Question

Unit/Topics	<ul style="list-style-type: none"> ➤ Modes of Transportation ➤ Animals—Zoo, Farm, and Ocean ➤ La vie quotidienne ➤ La maison <p>Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> • that there are various types of lodging which contain the items that are essential for comfortable living. • that culture reflects regional characteristics, architectural style, choice of housing, and the influence of topography/climate, which are shared by members of a particular group. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does our home environment reflect our culture? • How does culture influence our home environment?
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SWBAT/Objectives	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • add farm, ocean, and zoo vocabulary to Pictionary. • ask and answers questions about their favorite animal. • read descriptions of farm animals and match them with the correct animal. • conjugate dormir and lire in the present and passé composé. • use irregular plural adjective and noun forms (parresseux, frais, beau, heureux, sympa bateau, animal, etc.). • listen to and read French dialogs and answer questions on the dialogs. • use reflexive verbs to say what they did themselves—got themselves up, brushed their teeth, etc. • listen to reflexive verbs sentences and match them to images. • use reflexive verbs to create a schedule of their daily routines. • identify toiletry items in French. • write reflexive sentences in the present tense by choosing possible subjects, verbs, and objects. • invent a toiletry item and create an advertisement saying it what it is and why you should buy it. • describe household chores, tell who in their family does the chore, and what they use to do it (l’aspirateur, le fer à repasser, etc.)
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Vocabulary/Key Terms	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • modes of transportation vocabulary. • names of farm, ocean, and zoo animals. • how to conjugate reflexive verbs in the present, imperative, and passé composé tenses. • vocabulary for « les affaires de toilettes » (toilettries) and « le ménage » (household chores). • what appliances are needed for different chores.
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Assessments:	Performance Tasks:
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	<ul style="list-style-type: none"> • Add dormir and lire in the present and passé composé to verb books. • Write sentences using dormir and lire. • Write sentences using plural forms of irregular adjectives and nouns. • Add farm, ocean, and zoo animals to their Pictionary. • Watch textbook videos on farm life and answer questions on the video. • Complete exam review packet. • EXAM—Unit 3 Textbook Exam. • Read dialogs on daily routines and household chores and answer questions about the dialog. • Answer personal questions about their home and their daily routines. • Put in chronological order a group of reflexive verbs with the times that the student does each item. • Write sentences with reflexive verbs using the correct reflexive pronoun. • Write reflexive sentences in the present tense by choosing possible subjects, verbs, and objects. • Listen to sentences on household chores and match them with the correct picture. • Write sentences saying what you need in order to do a particular household task. • Describe to a friend the household chores that you do and ask them what chores they do. • Use reflexive verbs to tell someone what to do. • TEST: listening and writing test on daily routines and household chores. <p>Other Evidence:</p> <ul style="list-style-type: none"> • Students will reflect on the assignments and cultural concepts in their journals. • 1,2,3 “How Well Did You Meet the Objectives?” closure strategy. <p>Exit cards—wrap us sentence completers.</p>
<p>Common Core Standards:</p> <p>Differentiated Instruction:</p> <p>ELLs:</p> <p>SWDs:</p> <p>High-Achievers:</p>	<p>COMMON CORE STANDARDS: CCS ELA Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCS ELA Writing</p> <p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCS ELA Speaking and Listening</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p>

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

DIFFERENTIATED INSTRUCTION

ELLs:

Students will be able to make linguistic connections between French and their home language and English.

Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.

Students will also write reflective essays in their journals on linguistic and cultural connections.

SWDs:

Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams.

Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.

Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.

High-Achievers:

Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers.

Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.

Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.

Resources/Books

C'est a Toi Level 1 and 2 with video and audio resources by EMC Publishing, French-English and French dictionaries



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Marking Period 3

Topic and Essential Question

Unit/Topics

- Les Antilles
- Shopping and Clothes
- L'Afrique
- Final review

Understandings:

Students will understand...

	<ul style="list-style-type: none"> • that people engage in various shopping behaviors to locate and obtain products they want. • that culture reflects fashion, products, specialty stores, currency, cost, metric system, shopping etiquette, which are shared by members of a particular group • that culture reflects modes of transportation, vacation time, destination, attitudes/values, lifestyle choices, and exchange programs, which are shared by members of a particular group. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does culture influence our shopping behaviors and products available? • How do our shopping habits reflect ourselves and our culture? • How does travel influence our awareness of cultures? • How do our expectations of our travel destination influence our experience?
SWBAT/Objectives	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • read about the history and culture of Haiti, la Guadeloupe, and la Martinique. • look up general country information for Haiti, la Guadeloupe, la Martinique, St. Barthelemy, and St. Martin. • conduct guided online research for Haiti and la Guadeloupe. • write a business letter to a travel bureau. • peer edit business letters using a peer editing checklist. • create a travel brochure for their island of choice. • use direct object pronouns. • use the verb porter to say what someone is wearing. • read cultural textbook articles about the countries of the Maghreb. • conduct guided online research for Mali and la Côte d’Ivoire. • write a letter describing their experience in Africa. • use indirect object pronouns in sentences.
Vocabulary/Key Terms	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • places of interest in Les Antilles. • appropriate business letter writing formats including appropriate greetings and closings. • shopping and clothing vocabulary. • direct object pronouns. • places of interest in L’Afrique. • indirect object pronouns.
Assessments:	<p>Performance Tasks:</p> <p>Performance Tasks:</p> <ul style="list-style-type: none"> • Read articles about the history and culture of Haiti, la Guadeloupe, and la Martinique and answer questions on the readings. • complete passport pages with general country information for Haiti, la Guadeloupe, la Martinique, St. Barthelemy, and St. Martin. • Complete guided online research handouts for Haiti and la Guadeloupe. • Write a business letter to a travel bureau for one of the French speaking islands of the Antilles asking for information on activities, special occasions, annual cultural events, restaurants and special foods, and hotels. • Peer edit business letters using a Peer Editing Checklist. • Create a travel brochure for their island of choice highlighting activities, restaurants, and hotels. • Complete textbook Unit 4 review.

	<ul style="list-style-type: none"> • EXAM—Unit 4 Textbook Exam. • Read dialogs about the Maghreb and answer questions about the dialog. • Read textbook articles on places of interest in Africa and their historical significance. • Complete guided online research handouts on Mali and la Côte d’Ivoire. • Write a letter describing their experience in Africa. • Use indirect object pronouns in sentences. • Watch textbook videos on travel in the Maghreb and answer questions on the video. • Complete final exam review packets. • EXAM—speaking, listening, reading, and writing components. <p>Other Evidence:</p> <ul style="list-style-type: none"> • Students will reflect on the assignments and cultural concepts in their journals. • 1,2,3 “How Well Did You Meet the Objectives?” closure strategy. <p>Exit cards—wrap us sentence completers.</p>
<p>Common Core Standards:</p> <p>Differentiated Instruction:</p> <p>ELLs:</p> <p>SWDs:</p> <p>High-Achievers:</p>	<p>COMMON CORE STANDARDS: CCS ELA Informational Text</p> <p>2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>CCS ELA Writing</p> <p>1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCS ELA Speaking and Listening</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>DIFFERENTIATED INSTRUCTION</p> <p>ELLs: Students will be able to make linguistic connections between French and their home language and English. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing.</p>

	<p>Students will also write reflective essays in their journals on linguistic and cultural connections.</p> <p>SWDs: Depending on individual student strengths and areas of need, specific comprehension and writing strategies will be employed. These include scaffolding, chunking material, graphic organizers, non-linguistic representations of vocabulary, and Venn diagrams. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Since several assessments are group assignments, students will be paired with a student who has demonstrated the ability to work well with others and help them do their best. The small groups will also be strategically chosen for cooperative learning strengths.</p> <p>High-Achievers: Students have the opportunity to access different resource reading materials for this unit in multiple reading levels, from basic to materials written for native high school speakers. Students are expected to meet all skills goal with greater focus on their individual areas of strength and weakness in each of the four domains: speaking, listening, reading, and writing. Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
Resources/Books	C'est a Toi Level 1 and 2 with video and audio resources by EMC Publishing, French-English and French dictionaries