



Manhattan Center for Science and Math High School

LOTE Department Curriculum

Content/Discipline FRENCH 5

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question

Unit/Topics

- ✦ Course Introduction
- ✦ Classroom Climate
- ✦ Les loisirs/Hobbies/Leisure

**Understandings:**

*Students will understand...*

- academic and socio-economic benefits of speaking multiple languages.
- academic and socio-economic benefits of learning French.
- classroom expectations and protocols, including emergency procedures.
- criteria for grading rubric for written French.
- that people spend their leisure time engaged in various recreational activities and special occasion.
- the relationship between the *practices* and perspectives of the target cultures.
- the relationship between the *products* and perspectives of the target cultures.

**Essential Questions:**

- How does studying French connect to other school subjects?
- What are the school and class emergency protocols?
- What are this course's objectives and requirements?
- How does the criteria for writing well in French compare with the criteria for writing well in English?
- How do special occasions enhance our cultural understanding?
- How does our culture influence our choice of leisure activities?
- How does our choice of leisure influence our personal life?
- How do the skills we develop in our leisure time enhance our personal lives?

SWBAT/Objectives


*Students will be able to ...*

- come to class prepared to learn.
- use appropriate protocol and French language to ask questions and understand classroom instructions.
- recall "question" vocabulary for socialization and ask classmates personal information and preferences in meaningful dialogs.
- read articles on the advantages of learning second languages.
- describe the advantages of learning French.
- review Checkpoint A and Checkpoint B<sup>1</sup> (French 1-2, 3-4) vocabulary and present tense and imperative mood verb structures.
- respond appropriately during emergencies, whether drills or real.
- use *le futur proche (aller)* to say what they are going to do and use *le passé récent (venir de)* to say what they just finished doing.
- perform and evaluate student dialogs using the grading rubric for speaking on hobbies and sports scenarios.

	<ul style="list-style-type: none"> <li>• self-evaluate using the Regents-based rubric for written work.</li> </ul>
<b>Vocabulary/Key Terms</b>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• course objectives, expectations, and requirements.</li> <li>• appropriate French vocabulary, questions, and commands for everyday classroom needs.</li> <li>• how to get and give information on personal preferences.</li> <li>• emergency classroom procedures.</li> <li>• how to convince others to adopt a course of action such as joining a particular club or other after-school activity.</li> <li>• essential Checkpoint A and Checkpoint B<sup>1</sup> (French 1-2, 3-4) vocabulary and present tense and imperative mood verb structures.</li> </ul>
<b>Assessments:</b>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Write persuasive paragraph on why our school should offer an AP French course.</li> <li>• Use question prompts to engage in simple and complex socializing conversations in French.</li> <li>• Act out typical imperative expressions in French necessary for following classroom directions--charades.</li> <li>• Complete Checkpoint A and Checkpoint B<sup>1</sup> (French 1-2, 3-4) verb review packet for present tense and imperative mood verbs.</li> <li>• Complete review packets on basic Checkpoint A and Checkpoint B<sup>1</sup> (French 1-2, 3-4) vocabulary and expressions—numbers, colors, days, months, seasons, dates, times, greetings and introductions as well as alphabet and pronunciation.</li> <li>• Create public service videos on school procedures that new French-speaking students need to know; i.e., fire drill, lunch procedures, etc.</li> </ul> <p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Students will reflect on the assignments and cultural concepts in their journals.</li> <li>• Students will understand and use French language for classroom routines.</li> <li>• Quizzes on Checkpoint A and Checkpoint B<sup>1</sup> (French 1-2, 3-4) classroom language and numbers, days, months, times, seasons, weather, and expressions.</li> <li>• 1,2,3 “How Well Did You Meet the Objectives?” closure strategy.</li> </ul> <p>Exit cards—wrap us sentence completers.</p>
<b>Common Core Standards:</b>	<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> <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</p>
<b>Differentiated Instruction:</b>	
<b>ELLs:</b>	
<b>SWDs:</b>	
<b>High-Achievers:</b>	

	<p>ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  1e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.  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><b>DIFFERENTIATED INSTRUCTION</b></p> <p><b>ELLs:</b>  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><b>SWDs:</b>  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><b>High-Achievers:</b>  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>
<b>Resources/Books</b>	C'est a Toi Level 2 and 3 with video and audio resources by EMC Publishing, French-English and French dictionaries

Homework: Per Teacher

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	Content/Discipline FRENCH 5
	<a href="http://mcsmportal.net">http://mcsmportal.net</a>
	<b>Marking Period 2</b>
	<b>Topic and Essential Question</b>
<b>Unit/Topics</b>	✦ La Rentrée/School Life/Education

	<p>◆ Personal Identification</p> <p><b>Understandings:</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• that in language acquisition culture reflects grade level structure, different types of high schools, attitudes/work ethic, report cards, homework, and relationships between students/teachers, which are shared by members of a particular group.</li> <li>• those differences between French and U.S. schools that could make exchange students and other newcomers uncomfortable.</li> <li>• that students attend school to learn and to socialize.</li> <li>• the relationship between the <i>practices</i> and perspectives of the target cultures.</li> <li>• the relationship between the <i>products</i> and perspectives of the target cultures.</li> <li>• that each individual has unique biographical, physical, and psychological characteristics.</li> <li>• that culture reflects the personal behavior, attitudes, relationships, and nationalism, which are shared by a particular group.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the role of education in different cultures?</li> <li>• How are cultural values reflected in school protocols and classroom expectations in different francophone countries?</li> <li>• What similarities and differences are their between our school and schools in France?</li> <li>• What has been your experience of the American educational system?</li> <li>• How does our educational experience influence our opportunities?</li> <li>• What are the greatest challenges that we might encounter when living in the target culture?</li> <li>• What are the greatest challenges that a target culture person might have in our culture?</li> <li>• How does culture influence the way we describe ourselves?</li> <li>• How do members of the target culture view themselves in comparison to others?</li> </ul>
<p><b>SWBAT/Objectives</b></p>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• use a French language dictionary to label parts of speech and give the meaning of school-related vocabulary in their own words.</li> <li>• use correct possessive adjectives—depending on gender and number—with school supplies, courses, clubs, and other school-related vocabulary to show ownership.</li> <li>• recall “question” vocabulary and ask classmates about school supplies, course programs, and course preferences in meaningful dialogs.</li> <li>• perform and evaluate student dialogs using the grading rubric for speaking on school, hobbies, and sports scenarios.</li> <li>• employ reading strategies for complex text to understand current French article and summarize main points.</li> <li>• appreciate cultural differences between US and French schools and complete Venn diagram on similarities and differences.</li> <li>• write a letter to a new exchange student telling about our school and differences that may surprise the new student using appropriate greetings and closings for a friendly letter.</li> <li>• evaluate letters using the Regents-based rubric for written work.</li> <li>• complete a French university application personality self-awareness grid, looking up any adjectives they do not know.</li> <li>• complete a handout on possessive adjectives.</li> <li>• read the English poem “Where I’m From” by George Ella Lyon looking at concept of audience; images, feelings, and figurative language; repetition; and vocabulary.</li> <li>• complete a “Where I’m From” Idea Worksheet with topic headings about their lives and backgrounds to draw on when writing their own poem.</li> <li>• use the poem “Where I’m From” as a model to write their own poem in French describing themselves and their background.</li> </ul>

	<ul style="list-style-type: none"> <li>• self-evaluate their poems using a modified Rubric for Written Work which includes points for artwork to accompany their final product.</li> <li>• read their poems aloud in class and listen for understanding to the poems of their classmates.</li> </ul>
<b>Vocabulary/Key Terms</b>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• essential Checkpoint A and Checkpoint B1 and B2 classroom vocabulary, school supplies, courses/subjects, and clubs.</li> <li>• how to make a new student feel welcome by greeting warmly and conveying necessary information about the school.</li> <li>• appropriate letter writing formats including greetings and closings for various types of letters.</li> <li>• how to get and give information on school schedules, courses, and professors.</li> <li>• how to convince others to adopt a course of action such as joining a particular club or other after-school activity.</li> <li>• various reading strategies to help them read complex French text with greater comprehension.</li> <li>• <i>passé composé</i> verb structures and uses.</li> <li>• essential Checkpoint A and Checkpoint B1 and B2 personal identification vocabulary, with an emphasis on descriptive adjectives.</li> <li>• possessive adjectives with nouns.</li> </ul>
<b>Assessments:</b>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Underline subjects and correct verb conjugations in letter to director.</li> <li>• Use a French language dictionary to label parts of speech and give meanings in their own words for school-related vocabulary.</li> <li>• Ask and answer classroom questions relevant to school materials.</li> <li>• Perform meaningful dialogs on school, hobbies, and sports related themes from Regents exam Part 1 Speaking Section and evaluate dialogs using the Regents grading rubric for speaking.</li> <li>• Complete Venn diagram on cultural similarities and differences between US and French schools.</li> <li>• Read and summarize main points of multiple published and unpublished articles on schools in French-speaking countries.</li> <li>• Write a letter to a new exchange student telling about our school and differences that may surprise the new student using appropriate greetings and closings for a friendly letter.</li> <li>• EXAM—listening sections with multiple-choice questions following Regents Exam format.</li> <li>• Complete possessive adjective review sheet.</li> <li>• Complete French university application personality self-awareness grid.</li> <li>• Fill in “Where I’m From” Idea Worksheet in French on themselves, their families, and their memories.</li> <li>• Write a poem, “Du je viens,” in French about themselves and their background.</li> <li>• Ask and answer classroom questions relevant to school materials.</li> <li>• Read their poem aloud and listen for understanding to the poems of their classmates.</li> </ul> <p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Write journal essays on cultural similarities and differences between US and French schools.</li> <li>• Make subject/verb and noun/adjective agreement grammar corrections to essays.</li> <li>• Vocabulary quizzes on meaning and grouping synonyms and like concepts.</li> <li>• Complete higher level vocabulary crossword puzzle.</li> <li>• Complete guided study handout on <i>passé composé</i> verbs.</li> <li>• Conjugate verbs in the <i>passé composé</i> on sentence completion worksheets.</li> <li>• Work in groups to create informational videos using classroom and school related vocabulary to help new French-speaking students understand key elements of MCSM student life.</li> <li>• Evaluate group videos using a modified Regents speaking rubric.</li> </ul>

	<ul style="list-style-type: none"> <li>• 1,2,3 “How Well Did You Meet the Objectives?” closure strategy.</li> <li>• Exit cards—wrap up sentence completers, reflective questions.</li> </ul>
<p><b>Common Core Standards:</b></p> <p><b>Differentiated Instruction:</b></p> <p><b>ELLs:</b></p> <p><b>SWDs:</b></p> <p><b>High-Achievers:</b></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. 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</p>

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**Marking Period 3**

**Topic and Essential Question**

<b>Unit/Topics</b>	<ul style="list-style-type: none"> <li>➤ Family Life</li> <li>➤ Public and Private Services</li> </ul> <p><b>Understandings:</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• that everyone is a member of a family and participates in routines and activities.</li> <li>• that culture reflects family relationships and roles, which are shared by a particular group.</li> <li>• that communities provide public and private services; i.e., communications, government agencies, and finances.</li> <li>• that knowledge of public and private services helps one to communicate and function effectively in society.</li> <li>• that culture reflects expectations and policies for telephone services, post office, customs, police, banks, and currency exchange offices, which are shared by members of a particular group.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How are families different?</li> <li>• How do family members interact and influence each other?</li> <li>• How does what we know about our family shape the way we view ourselves?</li> <li>• How do our roles and responsibilities influence our family activities?</li> <li>• What public and private service providers are in our neighborhood?</li> <li>• What functions do they provide our neighborhood?</li> </ul>
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<b>SWBAT/Objectives</b>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• compare themselves with their family members, personalities, interests, and looks.</li> <li>• watch the film, <i>Mon Meilleur Ami, en français</i> with understanding, asking and answering questions on the film.</li> <li>• read a film review and summary about <i>Mon Meilleur Ami</i>.</li> <li>• use French dictionaries to define, determine parts of speech (and gender for nouns) for one topic of vocabulary.</li> <li>• work in small groups to teach one topic of vocabulary to the rest of the class.</li> <li>• create a class activity to reinforce their group's vocabulary; i.e., memory game, word search, crossword puzzle, jeopardy type game, etc.</li> <li>• create and act out a sketch based on a Regents dialog prompt related to their group's topic.</li> <li>• use the Speaking Rubric to self-evaluate participation in group skit.</li> </ul>
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- conjugate verbs in the *passé composé* and the *imparfait*.
- distinguish between when to use the *passé composé* and when to use the *imparfait* past tenses.
- use the *passé composé* and *imparfait* correctly in sentences.

**Vocabulary/Key Terms**

- Students will know...*
- family members in French.
  - comparative adjectives and superlatives.
  - appropriate vocabulary for engaging with the police, fire department, banks, mortgages, post office, currency exchange bureaus, and customs.
  - parts of speech and gender for nouns of all vocabulary.
  - how to create a PowerPoint and classroom game for selected vocabulary.
  - how to get and give information when engaging with public and private services.
  - how to form the stem for the *imparfait* past tense and the endings for the *imparfait*.
  - when to use the *imparfait*
  - how to form the negation in the present, *passé composé*, and *imparfait* tenses.

**Assessments:**

- Performance Tasks:
- Write an essay on their family, describing the personalities of different members and comparing them with themselves.
  - Write questions on the film, *Mon Meilleur Ami*, for other classes to answer.
  - Respond to student generated questions on the film.
  - Complete a character description handout on the film.
  - Quiz on family members vocabulary.
  - Define and name part of speech for one topic of public and private services-related vocabulary.
  - Create a PowerPoint or flashcards to teach their group's vocabulary.
  - Create a class activity; i.e., memory game, word search, crossword puzzle, jeopardy type game, etc.
  - Act out a skit based on Regents dialog prompt related to their group's topic.
  - Complete worksheets on the *passé composé* and *imparfait* verb tenses.
  - Quiz on vocabulary from each group.
- Other Evidence:
- Conjugate verbs in the *passé composé* and *imparfait* using mini-white boards.
  - Write reflective journal entries.
  - Exit cards—wrap up sentence completers, reflective questions.

**Common Core Standards:**

**Differentiated Instruction:**

**ELLs:**

- COMMON CORE STANDARDS:  
 CCS ELA Informational Text  
 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.  
 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).  
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 1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in



<p><b>SWDs:</b></p> <p><b>High-Achievers:</b></p>	<p>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><b>DIFFERENTIATED INSTRUCTION</b></p> <p><b>ELLs:</b></p> <p>Students will be able to make linguistic connections between French and their home language and English.</p> <p>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><b>SWDs:</b></p> <p>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.</p> <p>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>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><b>High-Achievers:</b></p> <p>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.</p> <p>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.</p> <p>Project assessments allow students to present their work in a variety of presentation formats; i.e., text, video, PowerPoint.</p>
<p><b>Resources/Books</b></p>	<p>C'est a Toi Level 2 and 3 with video and audio resources by EMC Publishing, French-English and French dictionaries</p>