



Manhattan Center for Science and Math High School

LOTE Department Curriculum

Content/Discipline FRENCH 6

<http://mcsmportal.net>

Marking Period 1

Topic and Essential Question

Unit/Topics

- ✦ Le Monde du Travail/Employment
- ✦ La Nourriture et les restaurants

**Understandings:**

*Students will understand...*

- that there are varying types of work opportunities to earn money and to find personal satisfaction.
- the relationship between the practices and perspectives of the target cultures.
- the relationship between the products and perspectives of the target cultures.
- 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.

**Essential Questions:**

- How do we shape our decisions about our careers?
- How can language study help us choose a career?
- What are the implications of career choices?
- What are the connections between employment and education?
- 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?

SWBAT/Objectives

*Students will be able to ...*

- define employment-related vocabulary in their own words and label parts of speech using French language dictionary.
- read and summarize employment qualifications in Want Ads.
- interpret graphs on reasons employees are hired and how the French spend their salary.
- perform and evaluate employment-related student dialogs using the grading rubric for speaking.
- employ reading strategies for complex text to comprehend French articles on current employment issues and summarize main points.
- write their curriculum vitae (résumé) in French.
- write a letter to a French bank in NYC applying for a summer position.
- conjugate regular and irregular future tense verbs in sentences.
- look for summer employment through a French website for students (letudiant.fr or capcampus.com).
- complete job application for NATO internship in French.
- complete a “love IQ quiz” on relevant vocabulary.
- watch the music video for “Que veux-tu?” by Yelle and fill in the blanks on a lyrics handout.

	<ul style="list-style-type: none"> <li>• read articles related to dining practices in France and other French speaking regions.</li> <li>• practice restaurant and dining related dialogs.</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 B<sup>1</sup> and B<sup>2</sup> employment related vocabulary.</li> <li>• pertinent information that can be found in Want Ads.</li> <li>• appropriate format for creating a curriculum vitae (résumé).</li> <li>• important skills they currently have that will help them gain employment.</li> <li>• how to convince others to adopt a course of action such asking an employer for time off from work or interviewing for a job.</li> <li>• various reading strategies to help them read with greater comprehension complex French text.</li> <li>• future verb tense structures and uses.</li> <li>• St. Valentine’s Day vocabulary related to friendship and love.</li> <li>• when to use “tu” and when to use “vous” in relationships.</li> <li>• vocabulary related to food and restaurants.</li> </ul>
<b>Assessments:</b>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Conjugate random verbs in the future and imparfait using mini-white boards.</li> <li>• Use a French language dictionary to label parts of speech and give meanings in their own words for professions and employment-related vocabulary.</li> <li>• Describe a profession in French and guess the profession of other students. (Qui suis-je?).</li> <li>• Write a résumé for a job that interests the student.</li> <li>• Write a letter of application for a job that interests the student.</li> <li>• Listen to native French speakers on employment and answer questions on content.</li> <li>• Complete NATO job internship application.</li> <li>• Read Regents long essay assignment and answer multiple choice questions for comprehension.</li> <li>• EXAM—Essay predicting their life and career in 10 years using the future tense.</li> <li>• Answer questions on restaurant practices.</li> <li>• Perform dialogs related to restaurant and dining experiences.</li> </ul> <p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Read articles on current French employment trends and discuss similarities and differences in U.S.</li> <li>• Listen to sentences using passé composé, imparfait or future tenses and determine which tense was used.</li> <li>• Listen to occupation descriptions and guess the appropriate occupation.</li> <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>
<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>
<b>Differentiated Instruction:</b>	<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><b>ELLs:</b></p> <p><b>SWDs:</b></p> <p><b>High-Achievers:</b></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><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. 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></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. 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></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. 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><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>

Homework: Per Teacher



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Marking Period 2

Topic and Essential Question

Unit/Topics

- ✦ L'Environnement
- ✦ Le corps et la santé

**Understandings:**

*Students will understand...*

- 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.
- the goals of World Water Day and how they apply to their lives.
- that it is important to identify and understand parts of the human body to maintain optimum health.
- that culture reflects nutrition, health care systems, how society cares for its elderly, physical fitness, and holistic care, which are shared by members of a particular group.

**Essential Questions:**

- How does weather influence lifestyles?
- How do different geographical areas influence lifestyles?
- How do different geographical areas influence lifestyles and attitudes?
- How does the lack of potable water affect people's lives?
- Why does the U.N. say potable water and sanitation are a human right?
- What is health and wellness?
- How does culture influence our view of our body (the way we treat it, care for it, look at it, etc.)?
- How does the level of health care have an impact on the general well-being of the culture?

SWBAT/Objectives

*Students will be able to ...*

- recall in French ways we use water, list them in order of importance and discuss what life would be like if only drinking water remained.
- employ reading strategies for complex text to understand current French articles on environmental issues, World Water Day, and various NGOs (organization non-gouvernemental) as well as summarize main points.
- complete a personal Water Usage Diary on the amount of water they use each day.
- play Environmental Internet games en français: United Nations' Halte aux Catastrophes where students implement measures to protect communities against natural disasters (<http://www.stopdisastersgame.org/fr/home.html>) and FreeRice.com, a language game where students are able to donate grains of rice for every correct answer.
- write an essay letter to MCSM student council calling attention to environmental issues in our school and suggest practical solutions.
- write their curriculum vitae (résumé) in French.

	<ul style="list-style-type: none"> <li>• evaluate their essays using anchor papers and the Regents Writing Rubric.</li> <li>• read a variety of French advertisements for ONGs (organization non-gouvernemental) and decide what makes them impacting.</li> <li>• create an advertisement, either print or video, for an ONG they feel passionate about.</li> <li>• conjugate verbs in the conditional mood to say what they would do.</li> <li>• label body parts on images of people.</li> <li>• use the verbs avoir (mal à) and se sentir to describe how they feel.</li> <li>• read a Regents-like essay on health issues.</li> <li>• pair practice using relative pronouns qui and que to ask health related questions.</li> <li>• practice Regents related dialogs: calling 911 for a medical emergency, calling the doctor’s office for an appointment, and going to the doctor and describing your condition.</li> <li>• read and complete a medical questionnaire and hospital admittance form for a Quebec hospital.</li> </ul>
<b>Vocabulary/Key Terms</b>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Checkpoint A and Checkpoint B<sup>1</sup> and B<sup>2</sup> vocabulary and verb structures for home uses for water as well as political and social issues related to water usage and other environmental concerns.</li> <li>• the amount of potable water consumed by countries.</li> <li>• how much water they use daily.</li> <li>• how water is used globally and ways to conserve water.</li> <li>• when to use the conditional mood, how to form the conditional stem and endings.</li> <li>• body vocabulary, common illnesses, and childhood diseases.</li> <li>• how to ask someone about their health and describe their sickness.</li> <li>• grammar rules for relative pronouns <i>qui</i> and <i>que</i>.</li> </ul>
<b>Assessments:</b>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• Conjugate random verbs in the future, imparfait, and conditionnel using mini-white boards.</li> <li>• Recall in French ways that we use water, list them in order of importance.</li> <li>• Read and summarize articles for World Water Day on the consumption of water around the world, ways water is wasted, and ways to conserve water.</li> <li>• Read and summarize articles on other environmental and social concerns; i.e. médecins sans frontières, animal protection, and sanitation.</li> <li>• Read advertisements for various NGOs and discuss what makes them impacting.</li> <li>• Write a letter to MCSM Student Council discussing trash in hallways and other environmental issues relevant to students and suggest ways to make our school more “écolo.”</li> <li>• Create an advertisement, either text or video, for an NGO that the student is passionate about.</li> <li>• Complete handouts labeling body parts.</li> <li>• Quiz: draw a person and label 20 body parts.</li> <li>• Read a health related article and answer questions on the reading.</li> <li>• Practice dialogs in pairs on health related issues and share aloud with class.</li> <li>• Complete medical questionnaire and hospital admittance form for a Quebec hospital.</li> </ul> <p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Discuss in French what life would be like if the only potable water they had was for drinking.</li> </ul>

	<ul style="list-style-type: none"> <li>• Complete Water Usage Diary and discuss personal water consumption.</li> <li>• Play environmental game and compete for scores.</li> <li>• Evaluate essays and text advertisements using anchor papers and the Regents Writing Rubric.</li> <li>• Evaluate video advertisements using a modified Regents speaking rubric.</li> <li>• Evaluate dialog practice using the Regents speaking rubric.</li> <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:</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 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:</p> <p>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:</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. Skill expectations are the same recognizing that individual students will have areas of strength and weakness in each of the four domains:</p>

	<p>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>
<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



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**Marking Period 3**

**Topic and Essential Question**

**Unit/Topics**

- La Maison et le quartier
- Shopping and Clothing
- Voyager (Travel)

**Understandings:**

*Students will understand...*

- 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.
- that everyone is a member of a community that provides opportunities for work, leisure, and social interaction.
- 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 it is important for people to know how to use a variety of methods of transportation available to them.
- 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.

**Essential Questions:**

- How does our home environment reflect our culture?
- How does culture influence our home environment?

	<ul style="list-style-type: none"> <li>• How is our life different if we are raised in the city, suburb, a village, or the country?</li> <li>• How is our life different if we are raised in a house, an apartment, a condo, etc.?</li> <li>• How is our community experienced differently by various groups or cultures?</li> <li>• How do target language cultures perceive our culture?</li> <li>• How does culture influence our shopping behaviors and products available?</li> <li>• How do our shopping habits reflect ourselves and our culture?</li> <li>• Why travel to another country?</li> <li>• How do we become comfortable in a strange, new place?</li> <li>• How does travel influence our awareness of cultures?</li> <li>• How do our expectations of our travel destination influence our experience?</li> <li>• Why do people travel?</li> </ul>
<b>SWBAT/Objectives</b>	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> <li>• engage in conversations about their home, comparing and contrasting their home with homes in different French-speaking countries.</li> <li>• describe their neighborhood and the types of homes people live in.</li> <li>• use direct and indirect object pronouns to replace direct and indirect objects.</li> <li>• write a Regents-like essay in the conditional mood on their dream home.</li> <li>• use anchor papers and the writing rubric to evaluate their essays.</li> <li>• edit their dream home essays and rewrite a final paper.</li> <li>• engage in conversations related to shopping for clothing and other items discussed during the year, such as school supplies and home items.</li> <li>• match people images by describing clothing and recognizing clothing descriptions.</li> <li>• read current articles on fashion and write questions and answer questions on the articles.</li> <li>• complete the final LOTE exam Part 1 Speaking section.</li> <li>• complete guided online travel related research.</li> <li>• engage in travel related dialogs.</li> <li>• complete a travel project to the French speaking country of their choice, including a video using Google Maps and images or a PowerPoint with images in French</li> </ul>
<b>Vocabulary/Key Terms</b>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• house, rooms, furnishings, and neighborhood vocabulary.</li> <li>• how to ask about and describe a home design and style.</li> <li>• how to talk about renting and buying a home.</li> <li>• how to use direct and indirect object pronouns.</li> <li>• shopping and clothing vocabulary.</li> <li>• how to ask a store employee for assistance when shopping for clothing or other items.</li> <li>• how to discuss clothing sizes, styles, and preferences.</li> <li>• basic travel vocabulary.</li> <li>• information on the different French speaking regions and countries of the world.</li> <li>• the LOTE exam parts, requirements, and grading rubrics.</li> </ul>



<p><b>Assessments:</b></p>	<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>• House vocabulary quiz.</li> <li>• Complete direct and indirect object pronoun handouts in the present and passé composé tenses.</li> <li>• Form sentences in response to spoken prompts using laminated sentence parts.</li> <li>• Use conversation starters to engage in dialogs describing their home, comparing and contrasting their home with homes in different French-speaking countries, and describing their neighborhood and the types of homes people live in.</li> <li>• Complete home related readings and answer questions on reading.</li> <li>• Write dream house essay using the conditional mood.</li> <li>• Edit essay and write final copy using anchor papers and writing rubric.</li> <li>• Clothing vocabulary quiz.</li> <li>• Regents speaking prompts for shopping and clothing dialogs.</li> <li>• Read current fashion articles and write questions and answer student questions on the articles.</li> <li>• Complete guided online travel related research.</li> <li>• Practice dialogs in pairs on travel related issues and share aloud with class.</li> <li>• Complete a travel project to the French speaking country of their choice, including a video using Google Maps and images or a PowerPoint with images in French.</li> </ul> <p>Other Evidence:</p> <ul style="list-style-type: none"> <li>• Evaluate dialog practice using the Regents speaking rubric.</li> <li>• Match half images of people by describing their clothing to other students and recognizing student descriptions to find matches.</li> <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:</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 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</p>

	<p>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>  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