

INTRODUCTION TO FRENCH CULTURE

In a diverse world, it is important for students to recognize that cultural differences exist between the way of life as they know it and citizens of other countries, in particular, the country of France. It is also important for them to recognize how regions of one country can be influenced by and have impact on one another. The Introduction to French Culture curriculum strives to inform students of the cultural differences that exist within the French speaking world and in comparison to their own cultural norms. The beginning of the course will be spent helping students to recognize where French is spoken and the geographical impact of the country of France on its people. Students may recognize how similar these differences are to differences within our own country. Students will be able to recognize vocabulary similarities of the language based on their prior knowledge of their own language. Students will focus specifically on the city of Paris and its influence on the country through art, literature, fashion and architecture, to name a few. As the course progresses, the students will look closely at the daily life and family interactions that show the cultural norms, including holiday celebrations and family traditions in comparison to their own. Students will learn social customs related to ordering food and even dining in a restaurant. Students will learn the differences between school life in France and will explore the educational system in France. Students will end the course focusing on travel within the country and experience “real world” connections and an understanding of the French way of life.

Credit: 0.5

Prerequisite: none

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UNIT 1: GEOGRAPHY

Objectives

Students will accurately identify France and the surrounding countries.

Students will make connections between the geographical location of France and the culture of a group through investigation.

Students will identify and make conclusions regarding the various regions of France.

Students will analyze the various ways in which those regions guard their own unique identities while also being a greater part of France.

Essential Questions

How do the geographical features impact the country of France?

What influence do the surrounding countries have on France's people?

How do the regions of France influence the diversity of the country?

What is the relationship between France and where French is spoken?

Standard	Course Expectations	Evidence of Learning
CCRA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words (Locate France and its surrounding countries on a map, and other French-speaking countries, internet websites, selected articles, selected fiction, selected excerpts, etc.)	<ul style="list-style-type: none"> • Class discussions about selected readings • Identify France, its surrounding countries, and other French-speaking countries on a map • Synthesis of information to be included in research project • Oral presentation as part of project • Written information contained in the email as part of project • Quizzes
CCRA. R9	Analyze how two or more texts (websites, articles, etc.) address similar themes or topics in order to build knowledge of how various regions of France are influenced by their geographic location	<ul style="list-style-type: none"> • Class discussions about selected readings • Identify France, its surrounding countries, and other French-speaking countries on a map • Synthesis of information to be included in research project • Oral presentation as part of project • Written information contained in the email as part of project

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Standard	Course Expectations	Evidence of Learning
CCRA.R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (Research and articles used to compare and contrast one region and another and to make inferences about those similarities and differences)	<ul style="list-style-type: none"> • Class discussions about selected readings • Identify France, its surrounding countries, and other French-speaking countries on a map • Synthesis of information to be included in research project • Oral presentation as part of project • Written information contained in the email as part of project • Exit slips
CCRA.W3, 4, 5, 6, 7, 8, 9, 10	Produce clear and coherent imagined travel journals as a result of conducting a short research project based on focused questions demonstrating understanding of the various regions of France and develop and strengthen travel journals as needed by planning, revising, editing and rewriting, integrating information from a range of print and digital sources	<ul style="list-style-type: none"> • Travel journals • Peer editing • Active listening as demonstrated by note-taking during presentations of peers • Notebook checks
CCRA. W1, 2, 3, 4, 5	Write an informative/explanatory email correspondence to examine, convey and support the complex idea of “culture shock” using well-chosen details and appropriate development, organization, and style, including strengthening writing by planning, revising, editing and rewriting	<ul style="list-style-type: none"> • Email • Exit slips

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UNIT 2: PARIS

Objectives

Students will identify the capital of France, including the districts that make up the city.

Students will navigate the streets of Paris by using various modes of transportation to locate specific monuments/landmarks within the city.

Students will compare and contrast the various districts in Paris in order to have a better understanding of the cultural diversity of the city and make connections to major cities they are familiar with.

Students will research the impact of the historic monuments/landmarks on the city of Paris and connect their knowledge of Paris and the landmarks in order to synthesize and analyze how those landmarks impact each district.

Essential Questions

Where is Paris located and in what ways does its location impact its significance in France and in the world.

In what ways are various modes of transportation available in Paris similar to or different from the modes of transportation in Waterford, New London County, in Connecticut and in other major American cities?

How do these various modes of transportation influence the Parisian way of life?

How do the districts in Paris vary? And what roles do the monuments/landmarks have on each district?

In what ways do the cultural aspects of art, music, literature and history influence Paris?

Standard	Course Expectations	Evidence of Learning
CCRA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words (map of Paris and its twenty “arrondissements”, internet websites, selected articles, selected fiction, selected excerpts, etc.)	<ul style="list-style-type: none">• Class discussions about selected readings• Identify Paris and its districts• Synthesis of information to be included in research project• Oral presentation as part of project• Written information contained in the project (and in the menu)• Quizzes• Exit slips

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Standard	Course Expectations	Evidence of Learning
CCRA. R9	Analyze how two or more texts (websites, articles, etc.) address similar themes or topics in order to build knowledge of how life in the various districts of Paris is influenced by modes of transportation, history, art, landmarks, etc.	<ul style="list-style-type: none"> • Class discussions about selected readings • Synthesis of information to be included in research project • Oral presentation as part of project • Written information contained in the project (and in the menu) • Mini-presentation on landmarks
CCRA.R1, 2, 7	Read closely to determine the central ideas or themes of texts (including charts, maps, metro routes, visuals from <u>Paris versus New York: A Tally of Two Cities</u> , etc.) in order to make logical inferences to connect prior knowledge of major American cities and draw conclusions regarding their similarities and differences to Paris (using information synthesized from readings)	<ul style="list-style-type: none"> • Class discussions about selected readings • Identify Paris and its districts and connect to knowledge of New York (from the <u>Paris versus New York</u> text) and other major American cities • Video comprehension questions • Synthesis of information to be included in research project • Oral presentation as part of project • Written information contained in the project (and in the menu) • Exit slips
CCRA.R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (Research and articles used to compare and contrast one district to another and to make inferences about how those similarities and differences are impacted by the cultural diversity of the city)	<ul style="list-style-type: none"> • Class discussions about selected readings • Synthesis of information to be included in research project • Oral presentation as part of project • Written information contained in the project (and in the menu) • Learning checks • Notebook checks

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Standard	Course Expectations	Evidence of Learning
CCRA.W3, 4, 5, 6, 7, 8, 9, 10	Produce clear and coherent menu that exemplifies a typical restaurant in a Parisian district as a result of conducting a short research project based on focused questions demonstrating understanding of the various districts of Paris and revise, edit, and rewrite menus as needed, integrating information from a range of print and digital sources	<ul style="list-style-type: none">• Oral presentations• Written information contained in the menu• Peer editing

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UNIT 3: DAILY LIFE

Objectives

Students will compare and contrast eating habits and traditional food shopping of the French and discuss how they relate to the eating habits and grocery shopping of Americans.

Students will investigate and analyze the significance of the cafe in French culture and in French life, particularly as it relates to adolescents.

Students will explore various holiday celebrations of France and differentiate between the American holidays and traditions that they are accustomed to.

Students will analyze the similarities and differences between the American system of education and that of France.

Essential Questions

How do I order food in France?

In what ways do the eating habits of French students compare to the eating habits of American students?

In what ways is grocery shopping here in the United States different from grocery shopping in France?

How do holiday traditions in France differ from those in the United States?

In what ways is going to school in France different from going to school in the United States?

Standard	Course Expectations	Evidence of Learning
CCRA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words (menus, grocery store circulars, grocery lists, recipes, etc.)	<ul style="list-style-type: none">• Class discussions about selected readings• Identify various stores and the items that can be purchased there• Synthesis of information to be included in research project• Oral presentation as part of project• Role play/skits• Written information contained in the project• Quizzes,• Exit slips

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Standard	Course Expectations	Evidence of Learning
CCRA. R9	Analyze how two or more texts (websites, articles, calendars, articles, etc.) address similar themes or topics in order to build knowledge of how the lives of French students are different from the lives of American students	<ul style="list-style-type: none"> • Class discussions about selected readings • Synthesis of information to be included in research project • Oral presentation as part of project • Written information contained in the project • Video comprehension questions
CCRA.R1, 2, 7	Read closely to determine the central ideas or themes of texts (including calendars, schedules, excerpts, etc.) in order to make logical inferences to connect prior knowledge of the lives of American students and draw conclusions regarding their similarities and differences to the lives of French students, including the importance of the cafe, holidays, etc.	<ul style="list-style-type: none"> • Class discussions about selected readings • Synthesis of information to be included in research project • Video comprehension questions • Oral presentation as part of project • Written information contained in the project • Exit slips
CCRA.R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (Research and articles used to discuss and describe holiday traditions, shopping norms, eating habits, etc.)	<ul style="list-style-type: none"> • Class discussions about selected readings • Synthesis of information to be included in research project • Oral presentation as part of project • Written information contained in the project • Learning checks • Notebook checks
CCRA.W3, 4, 5, 6, 7, 8, 9, 10	Produce clear and coherent letter to the principal based on focused questions demonstrating understanding of the similarities and differences between French and American school lunches, integrating information from a range of print and digital sources	<ul style="list-style-type: none"> • Written information contained in the letter • Video comprehension questions

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UNIT 4: TRAVEL THROUGH FRANCE

Objectives

Students will apply mathematical concepts in order to connect their knowledge of American money to French money.

Students will research various modes of transportation within France in order to create a travel itinerary for an American visitor who will be traveling across the country.

Students will examine the relationship between “Metro, Boulot, Dodo” in order to connect prior knowledge of French geography and analyze the ways in which transportation and geography impact the lives of French people.

Students will investigate how the French go on holiday and analyze the similarities and differences to how Americans go on vacation?

Essential Questions

How does the Euro compare to the American dollar?

How do the French get around their country and their regions?

In what ways do the geography of France and its various modes of transportation impact the lives of French people, particularly French workers?

In what ways do the French and American cultures influence the ways in which spend time outside of work or school?

Standard	Course Expectations	Evidence of Learning
CCRA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words (travel itineraries, transportation routes, transportation schedules, maps, travel brochures, etc.)	<ul style="list-style-type: none">• Class discussions about selected readings• Identify various modes of transportation available to French people• Synthesis of information to be included in research brochure• Role play/skits• Written information contained in the brochure and in short answer prompts• Oral presentation about a trip to France• Quizzes• Exit slips

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Standard	Course Expectations	Evidence of Learning
CCRA. R9	Analyze how two or more texts (websites, articles, calendars, articles, etc.) address similar themes or topics in order to build knowledge of the ways in which the French transportation system impacts the lives of French people, in particular French workers and students	<ul style="list-style-type: none"> • Class discussions about selected readings • Synthesis of information to be included in brochure • Written information contained in the brochure • Oral presentation about a trip to France • Video comprehension questions
CCRA.R1, 2, 7	Read closely to determine the central ideas or themes of texts (including calendars, schedules, excerpts, etc.) in order to make logical inferences to connect prior knowledge of the ways in which the French travel (for leisure, for work, and for school) and spend their leisure time; draw conclusions regarding their similarities and differences between travel and leisure in France and in the United States; plan an imaginary trip (using various modes of transportation throughout France while staying within a given budget) and market it in a brochure	<ul style="list-style-type: none"> • Class discussions about selected readings • Synthesis of information to be included in brochure project • Video comprehension questions • Written information contained in the brochure • Exit slips • Oral presentation about a trip to France
CCRA.R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (Research and articles used to discuss and describe travel plans, leisure activities, etc..)	<ul style="list-style-type: none"> • Class discussions about selected readings • Synthesis of information to be included in brochure project • Written information contained in the brochure project • Oral presentation about a trip to France • Learning checks • Notebook checks
CCRA.W3, 4, 5, 6, 7, 8, 9, 10	Produce clear and coherent brochure demonstrating understanding of French transportation, currency, and travel, integrating information from a range of print and digital sources	<ul style="list-style-type: none"> • Written information contained in the brochure • Video comprehension questions

RESOURCES

Books

- Paris versus New York: A Tally of Two Cities

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PACING GUIDE

Unit	1 st Quarter	2 nd Quarter
Unit 1: Geography <ul style="list-style-type: none"> • Where France is located, surrounding countries (Hexagon, size of Texas) • Rivers, mountains of France (make-up of the country) • Other Francophone countries, location in relation to France • Regions of France, diverse traditions, etc. • PROJECT: region presentations (show one as example) 	X	
Unit 2: Paris <ul style="list-style-type: none"> • Where Paris is located • Getting around the city (modes of transportation) • Districts in Paris • Monuments and landmarks (and people) in relation to art, culture, music, literature: Louvre, Notre Dame (Victor Hugo-literature), Centre Pompidou, Champs-Élysées, Place de la Concorde (guillotine), Marie Antoinette, haut couture, French fashion, bridges, Seine river, right bank/left bank, Montmartre • Specific vocabulary: directional vocabulary, street names, pleasantries, days of the week, time (24 hour clock), menus (à la carte, prix fixe) • PROJECT: district presentations 	X	>
Unit 3: Daily Life <ul style="list-style-type: none"> • Shopping customs • Food and dining (etiquette, the café) • Celebrations • Holiday traditions • School life (le bac, middle school tracking, collège, université, lycée) • Specific vocabulary: greeting people, ordering food, clothing, food • PROJECT: Holiday Project (with food) 		X
Unit 4: Travel Through France <ul style="list-style-type: none"> • Euro/franc • TGV, RER (other public transportation) • Driving in France • Metro, Boulot, Dodo • Vacations/time of • Specific vocabulary: travel vocabulary, asking directions, signs, finding things • PROJECT: Brochure Project 		X