Overview: In the Chapter 4, Level 1A students will discuss Summary

In this unit students are asked their opinion about classes, and asked at what time they have these classes. Later on in this unit, they are asked to say what they need, how to inquire about something and buy classroom utensils. Three grammar points that are taught are conjugating *-re ending verbs* and teaching the verbs *préférer and acheter,* and using *adjectives as nouns.*

This instruction must include science, social studies and technology, as well as College and Career readiness, by utilizing the NJ Student Learning Standards as mandated by the New Jersey Department of Education. Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Resources and activities found on the Technology Resource Page provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students.

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All lessons are differentiated to accommodate classified, ESL, and advanced students. Accommodations/modifications as per IEP and 504 Plans will be implemented. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. These activities are detailed in the Teachers' Editions.

Winslow Township School District
French 1A-7th Grade
Likes and Dislikes Unit 4

Overview	Standards for World Language Content	Unit Focus		Essential Questions
Unit 4- My School Year	7.1.NM.IPRET.1 7.1.NM.IPRET.3 7.1.NM.IPERS.4 7.1.NM.PRSNT.4 7.1.NM.PRSNT.5 WIDA 1,2	- Students will be reintroduced to class subjects and asked to write a class schedule of what their day is like in school. Supplemental vocab can be found on p.R10 - Students will be taught the expressions of time and the days of the week culturally appropriate ways in the target language. - Students will ask what they need, and tell what you need. - Have students make a verb chart of -ger and-cer verbs and stress the *nous* form gets a change in spelling, by adding an e before the ending of -*ons*.		- To ask students what class do you have this year? Model the pronunciation of each word with *j'ai...l'histoire.*How do people from other culture greet each other differently? - Ask students what kind of school supplies are used in France and Quebec Canada? - How does knowing how to tell time in French and reading a French class schedule help me to respond to personal questions about what classes that I have and wha time does it start. - How do yo conjugate a regular -re ending verb? Instruct students to look at p.116 and look at the subject pronouns to each verb of "attendre and drop off the -re and add your endings. *-s, -s,-, -ons, -ez, -ent* - Ask students about the activities they plan to do after school. How do these acivities differ or relate to the same as in the US?
Unit 4: *School Subjects* *Enduring and* *Understanding*		Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words contained in culturally authentic materials using electronic information sources related to targeted themes.		

Curriculum Chapter 4	Standards		Pacing	
			Days	Unit Days
Unit 4:	7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.	7	36
	7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.	6	
	7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.	6	
	7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.	6	
	7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	6	
	Assessment, Re-teach and Extension		5	

Preliminary Unit Grade 7		
Core Idea	**Indicator #**	**Performance Expectations**
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	FORN 7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
Presentational communication mode involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	FORN 7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.

Preliminary Unit Grade 7
Assessment Plan

- Quizzes on basic vocabulary and simple grammar points. - Class Participation - Class Discussion - Graded Listening Activities - Writing Activities - Warm-up Activities - Teacher Observation - Cumulative Benchmark Assessment on Unit	<u>Alternative Assessments:</u> - Hands On Creation of a Calendar in the Target Language - Group Dialogue Project that Incorporates Knowledge of "Greetings and Small-talk" "Why Learning a Second Language Is Important," research presentation

Resources	**Activities**
- Bien Dit! 1A Workbook/Textbook - End of Unit Vocabulary Lists - Authentic documents and material - Teacher created materials - Multimedia Resources (DVD Tutor, Télévocab)	- Students will practice whole group and individually, reciting the alphabet in the target language. - Students will demonstrate their knowledge by reciting the alphabet 1 on 1 with the teacher. - Students will initiate conversation with the use of greetings and small talk in the target language. - Students will introduce themselves and others, give and gather information. - Students will create a dialogue in the target language and present it - Students will look at a calendar in and answer questions gathering specific information in the target language. - Students will recall prior knowledge and technology to create an original calendar utilizing the target language. - Students will identify and describe the weather for each month of the year with at least two weather expressions, and give the season for each month. - Students will read a weather forecast and draw a picture relatable to what they have read. - Students will answer questions in the target language in written and spoken communication specific to their daily schedule communicating their preferences about their favorite days, months, and seasons and why. - Students will read rotary clocks and write out the times in the target language. - Students will identify the time of day events in their personal schedules occur in written and spoken communication. - Students will read about culture and when it is appropriate to use greetings and salutations specific to the time of day. - Students will greet and say good-bye to each other in culturally appropriate ways in the target language.

Instructional Best Practices and Exemplars	
1. Identifying similarities and differences	6. Cooperative learning
2. Summarizing and note taking	7. Setting objectives and providing feedback
3. Reinforcing effort and providing recognition	8. Generating and testing hypotheses
4. Homework and practice	9. Cues, questions, and advance organizers
5. Nonlinguistic representations	10. Manage response rates

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
9.1.8.A.4 Relate earning power to quality of life across cultures.
9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.
9.1.8.A.6 Explain how income affects spending decisions.
9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
9.1.8.C.2 Compare and contrast the financial products and services offered by different types of financial institutions
9.1.8.D.5 Explain the economic principle of supply and demand.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.
Additional opportunities to address 9.1, 9.2 & 9.4:
Philadelphia Mint
https://www.usmint.gov/learn/kids/resources/educational-standards
Different ways to teach Financial Literacy.
https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education / 504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Teacher will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Students will be provided with accommodations and modifications that may include:

- Small group instruction
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions
- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Repeat directions as needed
- Graphic organizers
- Sentence Starters
- Manipulatives
- Pictures, photographs
- Word Wall
- Project Based Learning

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Audio books and Text-to-speech platforms

- Leveled texts/Vocabulary Readers

- Leveled informational texts via online

- Extended time as needed

- Read directions aloud

- Assist with organization

- Use of computer

- Emphasize/highlight key concepts

- Recognize success

- Provide timelines for work completion

- Break down multi-step tasks into smaller chunks

- Provide copy of class notes and graphic organizer

English Language Learners	Modifications for Gifted Students

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
☐ Grades 7-8 WIDA Can Do Descriptors:
    ☐ Listening ☐ Speaking ☐ Reading
    ☐ Writing ☐ Oral Language
 	
Students will be provided with accommodations and modifications that may include:
• Graphic short stories
• Extended time as needed
• Read directions aloud
• Assist with organization
• Use of computer
• Emphasize/highlight key concepts
• Recognize success
• Provide timelines for work completion
• Break down multi-step tasks into smaller chunks
• Provide copy of class notes
• Graphic organizer
• Sentence Starters
• Manipulatives
• Pictures, photographs
• Word Wall
• Project Based Learning
	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.
	• Raise levels of intellectual demands
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Critical and creative thinking activities that provide an emphasis on research and in-depth study
	• Enrichment Activities/Project-Based Learning/ Independent Study
	Additional Strategies may be located at the links:
	❖ Gifted Programming Standards
	❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	❖ REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

*ELA:
A.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
A.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
L.7.5.B Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions)

*Mathematics:
7.NS.A.1 Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
7.RP.A.2 Analyze proportional relationships and use them to solve real-world and mathematical problems. Recognize and represent proportional relationships between quantities.

*Social Studies:
6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.