

**Winslow Township School District**

**French 1B-8<sup>th</sup> Grade**

**French Foods Unit 6**

**Overview:** In the Chapter 6, Level 1B students:

In this unit students are introduced to a typical French breakfast and compare that to a typical American breakfast. Students will learn how to offer, accept, and refuse food. Students later in this chapter will be comparing lunch and a typical dinner food choice . Also to ask for and give an opinion of the food. Three major grammar sections in this unit is *The Partitive*, the verb *Prendre*, and the *Imperative*.

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.

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Overview	Standards for World Language Content	Unit Focus	Essential Questions
<a href="#"><u>Unit 6- French Foods</u></a>	7.1.NM.IPRET.1 7.1.NM.IPRET.2 7.1.NM.IPERS.4 7.1.NM.PRSNT.5 7.1.NM.PRSNT.3 WIDA 1,2	<ul style="list-style-type: none"> <li>• Students will be intro. to foods and place settings using the verb "<i>Prendre</i>". Je prends les croissants.</li> <li>• Students will learn how to ask for part of an item in French.</li> <li>• . Students will learn present tense of -ir ending verbs. -is, -is, - it, -issons, -issez, - Students will ask what they need, and tell what you need. Students will learn how to give commands using the imperative of the tu, nous, and vous subject pronouns.</li> <li>• Students will learn how to ask for part of an item in French.</li> </ul>	<ul style="list-style-type: none"> <li>• What is a typical French breakfast like? What do you typically eat for breakfast? Are there any similarities between the two cultures?</li> <li>• What would you say a typical lunch and dinner is in the French Culture? How do you conjugate a regular -re ending verb?</li> <li>• What does the verb <i>prendre</i> end with? Can you tell a difference in the conjugation of the verb <i>prendre</i> on p. 200?</li> <li>• How would you command "<i>to listen</i>" in French? Can you tell me what subject pronouns would you use to command formally/ informally/ to a group?</li> </ul>
<b>Chapter 6: French Foods Enduring and Understanding</b>	<ul style="list-style-type: none"> <li>• Create and present brief messages, poems, rhymes, songs, short plays, menus or role-plays using familiar vocabulary orally or in writing.</li> </ul>		

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Curriculum Chapter 6	Standards		Pacing	
			Days	Unit Days
<b>Chapter 6:</b>	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.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.	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.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.	6	
	7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.	6	
	Assessment, Re-teach and Extension		5	

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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.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
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.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
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.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.

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**Assessment Plan**

<ul style="list-style-type: none"> <li>• Quizzes on basic vocabulary and simple grammar points.</li> <li>• Class Participation</li> <li>• Class Discussion</li> <li>• Graded Listening Activities</li> <li>• Writing Activities</li> <li>• Warm-up Activities</li> <li>• Teacher Observation</li> <li>• Cumulative Benchmark Assessment on Unit</li> </ul>	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Hands On Creation of a Calendar in the Target Language</li> <li>• Group Dialogue Project that Incorporates Knowledge of “Greetings and Small-talk”</li> <li>• “Why Learning a Second Language Is Important,” research presentation</li> </ul>
<b>Resources</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>• Bien Dit! 1A Workbook/Textbook</li> <li>• End of Unit Vocabulary Lists</li> <li>• Authentic documents and material</li> <li>• Teacher created materials</li> <li>• Multimedia Resources (DVD Tutor, Télévocab)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will practice whole group and individually, reciting the alphabet in the target language.</li> <li>• Students will demonstrate their knowledge by reciting the alphabet 1 on 1 with the teacher.</li> <li>• Students will initiate conversation with the use of greetings and small talk in the target language.</li> <li>• Students will introduce themselves and others, give and gather information.</li> <li>• Students will create a dialogue in the target language and present it</li> <li>• Students will look at a calendar in and answer questions gathering specific information in the target language.</li> <li>• Students will recall prior knowledge and technology to create an original calendar utilizing the target language.</li> <li>• 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.</li> <li>• Students will read a weather forecast and draw a picture relatable to what they have read.</li> <li>• 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.</li> <li>• Students will read rotary clocks and write out the times in the target language.</li> <li>• Students will identify the time of day events in their personal schedules occur in written and spoken communication.</li> <li>• Students will read about culture and when it is appropriate to use greetings and salutations specific to the time of day.</li> <li>• Students will greet and say good-bye to each other in culturally appropriate ways in the target language.</li> </ul>

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**Instructional Best Practices and Exemplars**

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| <ol style="list-style-type: none"> <li>1. Identifying similarities and differences</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Nonlinguistic representations</li> </ol> | <ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and advance organizers</li> <li>10. Manage response rates</li> </ol> |
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**9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**

- 9.1.8.CR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.2:** Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CR.3:** Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CDM.1:** Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CP.1:** Compare prices for the same goods or services.
- 9.1.8.EG.6:** Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7:** Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.

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/>

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**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

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**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



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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 7-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</li> </ul> <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> <li>• Graphic short stories</li> <li>• Extended time as needed</li> <li>• Read directions aloud</li> <li>• Assist with organization</li> <li>• Use of computer</li> <li>• Emphasize/highlight key concepts</li> <li>• Recognize success</li> <li>• Provide timelines for work completion</li> <li>• Break down multi-step tasks into smaller chunks</li> <li>• Provide copy of class notes</li> <li>• Graphic organizer</li> <li>• Sentence Starters</li> <li>• Manipulatives</li> <li>• Pictures, photographs</li> <li>• Word Wall</li> <li>• Project Based Learning</li> </ul>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none"> <li>• Raise levels of intellectual demands</li> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Critical and creative thinking activities that provide an emphasis on research and in-depth study</li> <li>• Enrichment Activities/Project-Based Learning/ Independent Study</li> </ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> <li>❖ <a href="#">Gifted Programming Standards</a></li> <li>❖ <a href="#">Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy</a></li> <li>❖ <a href="#">REVISED Bloom’s Taxonomy Action Verbs</a></li> </ul>

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**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.
  - 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)
- \*Health:**
- 2.1.8.A.4** Determine the impact of marketing techniques on the use of personal hygiene products, practices, and services.
  - 2.1.P.B.2** Develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings).
  - 2.1.8.B.1** Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
- \*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.3.a:** Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
  - 6.1.8.EconNE.4.a:** Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the 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.
  - 6.1.8.HistoryCC.4.d:** Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

**Integration of Computer Science and Design Thinking NJSL 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.DA.1:** Organize and transform data collected using computational tools to make it usable for a specific purpose.
- 8.1.8.AP.6:** Refine a solution that meets users' needs by incorporating feedback from team members and users.