

Winslow Township School District
French 1B-8th Grade
At Home - Chapter 8

Overview: In the Chapter 8, Level 1B students:

This unit covers house related topics-chores, rooms of the house, and furniture.

The grammar topics are the past tense of -ir and -re verbs, and the regular tense of dormir, sortir, and partir.

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
Chapter 8- At Home	7.1.NH.IPRET.2 7.1.NH.IPRET.1 7.1.NH.IPERS.2 7.1.NH.IPERS.5 7.1.NH.IPERS.2 7.1.NH.PRSNT.2 WIDA 1,2	<ul style="list-style-type: none"> • Students will be able to pronounce vocabulary words in French on how to say chores. • Students will be introduced to a typical French home. Comparing the houses bathrooms, bedrooms and different floor level. • Students will be able to demonstrate comprehension of short conversations and brief written messages on familiar topics. 	<ul style="list-style-type: none"> • Do you do chores at home? How often do you do chores at home? Do you get a reward or allowance when chores have been completed? • Do you consider the ground level floor to be the 1st floor? In Senegal as in France it is not. • There are some verbs that mainly use motion like aller. Can you guess other verbs that express motion? How would you form -ir ending verbs in the passé composé?
<i>Chapter 8: At Home</i> <i>Enduring and Understanding</i>	<ul style="list-style-type: none"> • Create and present brief messages, poems, rhymes, songs, short plays, menus or role-plays using familiar vocabulary orally or in writing. 		

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Curriculum Chapter 8	Standards		Pacing	
			Days	Unit Days
Chapter 8:	7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.	7	45
	7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	6	
	7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.	6	
	7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	6	
	7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.	6	
	Assessment, Re-teach and Extension		5	

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Content Statement	Indicator #	Indicator
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	FORN 7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials 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.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	FORN 7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.

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Assessment Plan	
<ul style="list-style-type: none"> • 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 	<p><u>Alternative Assessments:</u></p> <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Bien Dit! 1A Workbook/Textbook • End of Unit Vocabulary Lists • Authentic documents and material • Teacher created materials • Multimedia Resources (DVD Tutor, Télé-vocab, Télé-Roman) 	<ul style="list-style-type: none"> • 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.

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Instructional Best Practices and Exemplars

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|---|--|
| 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.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.EG.5:** Interpret how changing economic and societal needs influence employment trends and future education.
- 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.FP.2:** Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.
- 9.1.8.FP.3:** Explain how self-regulation is important to managing money (e.g., delayed gratification, impulse buying, peer pressure, etc.).

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: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 7-8 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none"> • 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 	<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"> • 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 <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"> ❖ Gifted Programming Standards ❖ Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ❖ REVISED Bloom’s Taxonomy Action Verbs

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Interdisciplinary Connections

***ELA:**

- A.W.6.** 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.SL.4.** 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)

***Health:**

- 2.1.8.B.2** Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
- 2.2.8.E.2** Compare and contrast situations that require support from trusted adults or health professionals.

***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.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.5.d:** Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

Integration of Computer Science and Design Thinking NJSL 8

- 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.
- 8.1.8.IC.1:** Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.