

**Winslow Township School District**  
**9-12 French 1**  
**Unit 1: Bonjour, tout le monde!**

**Overview: Summary: Unit Theme: Bonjour, tout le monde! Good morning, everyone!**

In this unit, students will be introduced to the French language for the first time. Students will learn why French is important to study, and discuss strategies for learning a new language. Students will learn essentials for greeting someone and making introductions. Students will discuss locations where French is spoken, discuss teens in France and invite someone and accept or refuse an invitation. Students will also recognize common first names from French speaking countries and use the expression “**la rentrée**” (saying goodbye).

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.

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	Performance Expectations for World Language	Unit Focus	Essential Questions
<a href="#"><u>Unit 1</u></a>	7.1.NH.IPRET.1 7.1.NH.IPRET.2 7.1.NH.IPRET.4 7.1.NH.IPRET.5 7.1.NH.IPERS.1  WIDA 1,2	<ul style="list-style-type: none"> <li>• Explain three ways in which studying French will affect your future plans.</li> <li>• Summarize the concept of "la rentrée" in France.</li> <li>• Discuss where French is spoken in North America and who makes up the French population.</li> <li>• Students will state at least three ways to greet someone and at least three ways to say goodbye.</li> <li>• Students will introduce themselves and a neighbor in French.</li> <li>• Students will inquire about inviting or accepting an invitation.</li> <li>• Students will spell at least 10 cognates in writing and aloud.</li> <li>• Students will discuss the importance of accent marks and how they affect words in French and practice the French alphabet.</li> </ul>	<ul style="list-style-type: none"> <li>• How will your study of French better prepare you for life in today's global society?</li> <li>• What caused French to be spoken in such a widespread variety of countries?</li> <li>• Why are cognates useful to our study of French?</li> <li>• How do we greet someone, introduce ourselves, and say goodbye in French?</li> <li>• Why are accent marks important to your study of French?</li> </ul>
<b>Unit 1:</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Explore the reasons and advantages of speaking French</li> <li>• Greetings and Introductions</li> <li>• Recognize common first names</li> <li>• Discuss teens in France and where French is spoken</li> </ul>		

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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 1:</b> <b>Bonjour, tout le monde!</b> Introduce Self & Others	7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.	5	20
	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.	5	
	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).	5	
	7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.	2	
	7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.	2	
	Assessment, Re-teach and Extension		1	

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Unit 1 Grade 9-12		
Core Idea	Performance Expectations	Performance Expectations
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NH.IPRET.1	Identify familiar words and phrases 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.	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.	7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.

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**Unit 1 Grade 9-12**

**Assessment Plan**

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|---|---|
| <ul style="list-style-type: none"><li>• Use Assessment Rubrics to:</li><li>• Assess the student's class participation, completion of activities, completion of homework, completion of projects and vocabulary and grammar quizzes and tests.</li><li>• Assess the students group and partner work participation</li><li>• Assess the students voluntary and involuntary verbal participation</li><li>• End of Unit vocabulary sheets</li><li>• KWL chart</li><li>• Continent and Countries list</li><li>• Chapter 1 Theme Projects</li><li>• Geoculture quiz</li><li>• T'es branché? Worksheet resources and assessments</li></ul> | <ul style="list-style-type: none"><li>• Alternative Assessments:</li><li>• Modified Assessments</li><li>• Heritage Learner Assessments</li><li>• ESL Assessments</li><li>• Pre-AP Assessments</li><li>• AP Assessments</li><li>• Projects</li><li>• Presentations</li></ul> |
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Resources	Activities
<ul style="list-style-type: none"> <li>T'es branché? Audios and video series</li> </ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"> <li>Students will complete the Textbook T'es branché? Level 1 activities provided per lesson per unit as assigned by the teacher.</li> <li>Complete a KWL chart on French language and culture.</li> <li>Discuss why you have chosen to take French, and provide at least three examples from the reading of how learning French can broaden your horizons (p. xvi-xvii)</li> <li>Name the five continents on which French is spoken.</li> <li>Read page 7 and discuss "La Francophonie"</li> <li>Read the video script for "Ile de France", and highlight all of the cognates you find.</li> <li>Create a cognate collage that includes the at least 10 cognates in French, English, and include a picture of the cognate.</li> <li>Create a cognate list for students to have on hand and add to throughout the year.</li> <li>Ask students to focus on the pronunciation of the letter in the French alphabet.</li> <li>Oral practice of various greetings and saying goodbye</li> <li>List and define the three ways to say hello and the seven ways to say goodbye.</li> <li>Ask a partner what their name is and respond and identify female and male names on pg. 10</li> <li>Match the greeting or introduction to the correct response</li> <li>State the differences between informal (tu) language and formal (vous) language.</li> <li>Listen to several conversations and decide how the person is</li> <li>Conduct a survey to see how 5 different classmates are doing today. Write down your responses on a table.</li> <li>Create a word wall with important vocabulary from the chapter.</li> <li>Allow students to verbally respond instead of write answers.</li> </ul>

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- Students will rewrite a message without accent marks to include the accent marks
- Students will create a mime gesture for each of the 5 accent marks.
- Students will tell whether a teacher or student would make the statements the speaker says (p. 20, Act. 30)
- Textbook listening activities; allow students to give commands and asking questions in French verbally.
- Ask students to create labels for classroom objects and place them around the classroom; have students mime classroom objects and Commands; participation in "Jaques dit" game.
- Students will identify the subject and the verb in each phrase of a conversation (p. 12, Act.17).
- Students will create complete sentences by matching each phrase with its logical completion (p. 13, Act 19).
- Students will manipulate strips of paper with the conjugations of "avoir" to match with their proper subjects.
- Students will look at pictures of classroom objects and use complete sentences to tell what each person or group of people has
- Students will compare the French conjugation of "avoir" with the English conjugation of "to have" side by side on a worksheet.
- Textbook listening activities; stating "subject" or "verb" aloud when categorizing a word in a sentence. Kinesthetic- Create manipulatives of broken down sentences for students to rearrange in proper order.

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**Instructional Best Practices and Exemplars**

1. Identifying similarities and differences in both languages
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Linguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and modeling
10. Manage response rates, time and accuracy

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

**9.1.12.CFR.1:** Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of culture

**9.2.12.CAP.3:** Investigate how continuing education contributes to one's career and personal growths

**9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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:** Students will be provided with accommodations and modifications specified in their IEP Plan and 504 Plan. Some activities may include but not limited to are; Small group instruction, Text-to-speech platforms, 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, Sentence Starters, End of Unit Word List, Sing-Along, Clip Art, Yes/No Questions, Sentence Completion, Memory Aids, Read Before Listening, Peer Study Support, Role-Playing and Skits and Multisensory Input/Output

**Resources:** Available online and on disc: • eEdition (DVD-ROM) and eEdition Interactive Online Student Edition • @HomeTutor (CD-ROM) - featuring Animated Grammar Available online: • Conjuguemos.com • Cultura Interactiva • Culture Links • WebQuests • Flashcards • Review Games • Self-check Quiz

##### Modifications for At-Risk Students

Students will be provided with accommodations and modifications that may include: Text-to-speech platforms, 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, End of Unit Word List, Sentence Starters, Alphabetic/Phonetic Awareness, Clear Structure, Frequent Review/Repetition, Cumulative Instruction, Metacognitive Support , Communication Cards,

**Available online and on disc:** • eEdition (DVD-ROM) and eEdition Interactive Online Student Edition • @HomeTutor (CD-ROM) - featuring Animated Grammar Available online: • Conjuguemos.com • Cultura Interactiva • Culture Links • WebQuests • Flashcards • Review Games • Self-check Quiz

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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 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> <li><input type="checkbox"/> Oral Language</li> </ul> <p>Check Comprehension of Students and use accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include: Use of bilingual dictionaries, Personal dictionary, Word Wall, Pictures, photographs, Sentence Starters, Response frames, adapted text, Repeated reading, Provide Background knowledge experience, Increase Vocabulary (cognates) Exposure, Fluency strategies, Support What They Know, Increase Accuracy, Regional Variations, Writing Skills, Literacy Skills, Provide Comprehensive Input, Build Background, Making English Language Connections</p>	<p>Students will be provided with modifications that may include:</p> <p>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, Communicate Preferences, Expand and Elaborate, Timed Answers, Self-correct, Summarize, Critical Thinking, Making Cultural Comparisons, Support Ideas with Details, Circumlocution, Persuade</p>
Interdisciplinary Connections	
<p><b>ELA</b></p> <p><b>NJSLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.L5.</b> Demonstrate understanding of word relationships and nuances in word meanings.</p> <p><b>Social Studies</b></p> <p><b>6.1.12.HistoryCA.14.c:</b> Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p><b>6.1.12.HistoryUP.16.a:</b> Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.</p>	

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**Integration of Computer Science and Design Thinking NJSLS 8**

**8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.