

**Winslow Township School District**  
**9-12 French 1**  
**Unit 10: Les grandes vacances**

**Overview: Summary: Unit Theme: Les grandes vacances**

This final unit in French I discusses the importance of world travel. Students will be exploring forays into different Francophone nations, such as Canada and Switzerland, while being introduced to a more detailed study of French administrative regions and departments. Grammatical aspects of text will be introduced as students will discover how to express going to a specific country from a different place while using correct prepositional phrases. Students will also be able to give superlatives while comparing one place over another with someone else in a conversation and on paper. The final capstone of the course will entail a French administrative region project in which students will discuss the importance of one new region. It will also give context into how this region may have endured an identity crisis while giving students the opportunity to compare and contrast this new region's culture to their source culture.

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
<b>Unit 10</b>	7.1.IL.IPRET.2 7.1.IL.IPRET.3 7.1.IL.IPRET.5 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 WIDA 1,2	<ul style="list-style-type: none"> <li>• Say where places are located while utilizing prepositions before cities, countries, and continents Talk about specific Francophone destinations (e.g., Québec, Montréal, Genève, etc.) while comparing them to what they know about France</li> <li>• Talk about French départements, régions, and châteaux within l’hexagone Discuss both the positive and negative implications that these region changes have had on the French in terms of their identity</li> <li>• Utilize more negation clauses in context Give directions to and from a specific place both in the affirmative and negative imperative</li> <li>• Talk about Switzerland and its role in the Francophone community Discuss La Croix Rouge Internationale and its influence on the world</li> <li>• Introduce superlatives into their work Demonstrate the ability to use comparisons in a much more detailed light and increase their oral and written competencies describing people and place</li> </ul>	<ul style="list-style-type: none"> <li>• How do travel experiences shape our worldview?</li> <li>• How can I relate to the new French administrative regions?</li> <li>• How do I communicate to which countries I will be traveling?</li> <li>• How do I say that people and things are the best, prettiest, oldest, etc.?</li> <li>• How can I remind people where things are located, what to do, and to wish them a good trip?</li> </ul>
<b>Unit 10: Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Say where places are located, remind people what to do on a trip and give directions</li> <li>• Use prepositions before places, use more negative expressions and say that people or things are the best, pretest or oldest</li> <li>• Talk about Quebec and Montreal, French departments, regions and Castles, talk about Switzerland, Geneva and the Red Cross</li> </ul>		

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Curriculum Unit 10	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 10:</b>  <b>Les grandes vacances</b>	7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.	2	10
	7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.	2	
	7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.	2	
	7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	2	
	7.1.IL.PRSNT.1	Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.	1	
	Assessment, Re-teach and Extension		1	

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Unit 10 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.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one’s own culture.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.	7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

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<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>	<p>7.1.IL.PRSNT.1</p>	<p>Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience.</p>
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Unit 10 Grade 9-12	
Assessment Plan	
<p>Formative Assessments: A variety of formative assessments will be used throughout the lesson, including, but not limited to, the following: ● Listening exercises ● Assorted reading, speaking, and writing prompts ● Real-life context dialogues ● Probing questions ● Contemporary Francophone music videos introduced alongside relevant vocabulary ● International Red Cross videos and Jigsaw readings ● Scavenger hunt for best vacation destinations</p> <p>Summative Assessments: A variety of summative assessments will be used throughout the lesson, including, but not limited to, the following: ● Unit exams (inclusive of unit vocabulary, grammatical concepts, and oral component) ● Airport skit (utilizing correct grammar and vocabulary) ● Final cumulative project consisting of research on a new French administrative region</p> <p>Alternative Assessments: Presentational mode: Students will have the opportunity to create their own digital brochure as opposed to a series of advertisements for their final project in order to serve as a capstone to their French I study.</p>	<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>
Resources	Activities
<p>Système D</p> <ul style="list-style-type: none"> <li>● Interpersonal: Student Edition: Act. 21 p. 559 (FLIPGRID)</li> <li>● Interpretive: Student Edition: Act. 22 p. 559 (CUSTOM)</li> <li>● Presentational: Student Edition: Act. 23 p. 559 (CUSTOM)</li> </ul> <p>Projets finaux</p> <ul style="list-style-type: none"> <li>● Interpretive, Interpersonal, Presentational</li> </ul> <p>Student Edition: Act. A-C pp. 560-561 (CUSTOM)</p> <p>Faisons le point!</p> <ul style="list-style-type: none"> <li>● Interpretive, Presentational: Student Edition: Act. D p. 561 (CUSTOM)</li> </ul>	<p>Student Edition: Contrat de l'élève p. 513</p> <ul style="list-style-type: none"> <li>● Student Edition: Prononciation p. 527</li> <li>● Student Edition: Les copains d'abord p. 558</li> <li>● Video Activities: Rendez-vous à Nice! Episode 10</li> <li>● TPR Storytelling Unité 10</li> <li>● Can-Do Statements: Unité 10</li> </ul> <p>iCULTURE</p> <ul style="list-style-type: none"> <li>● iVideo: search term: Québec</li> <li>● Student Edition: Et si je voulais dire...? p. 516</li> <li>● Dialogue Video: Unité 10 Leçon A (Rencontres culturelles)</li> </ul>

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- Listening Activities and Pre-AP Speaking: Synthèse; Conversation simulée pp. 56-57 (eBOOK ACTIVITIES)
- Authentic Resources: pp. 58-63 (eBOOK ACTIVITIES)
- Vocabulary Lists: Unité 10
- Can-Do Statements: Unité 10 pp. 19-20
- Pre-AP Listening Unité 10
- Pre-AP Reading Unité 10
- Video Activities: Rendez-vous à Nice! Episode 10
- Flash Cards: Unité 10
- Jeux: Unité 10

#### **Diversity, Equity & Inclusion Educational Resources**

<https://www.nj.gov/education/standards/dei/>

- eVisuals: Leçon A
- Flash Cards: Unité 10 Leçon A
- Vocabulary List: Unité 10 Leçon A
- G&V Practice Games: Unité 10 Leçon A, Vocabulaire: Basic
- G&V Practice Games: Unité 10 Leçon A, Vocabulaire: Advanced
- Activities for Mastery: Dessinez la ville!, C'est quelle ville? p. 68-69
- Grammar Videos: Unité 10 Video 19: Prepositions before cities, countries, and continents  
iCULTURE Interpretive
- iSong: Play a song and have students highlight the prepositions.  
Student Edition: Et si je voulais dire...? p. 529
- Dialogue Video: Unité 10 Leçon B (Rencontres culturelles)
- eVisuals: Leçon B
- Flash Cards: Unité 10 Leçon B
- Vocabulary List: Unité 10 Leçon B
- G&V Practice Games: Unité 10 Leçon B, Vocabulaire: Advanced
- Activities for Mastery: Loto sur table, N'oubliez pas! pp. 69-70
- Grammar Video: Unité 10 Video 14: Passé composé with avoir
- Copy Masters: Act. 11 p. 57
- G&V Practice Games: Unité 10 Leçon B, Structure: Basic, Negative Expressions
- G&V Practice Games: Unité 10 Leçon B, Structure: Advanced, Negative Expressions
- Activities for Mastery: Non, jamais!, Dites-moi! pp. 70-71 • Student Edition: Et si je voulais dire...? p. 543
- Dialogue Video: Unité 10 Leçon C (Rencontres culturelles)
- eVisuals: Leçon C

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	<ul style="list-style-type: none"><li>• Flash Cards: Unité 10 Leçon C</li><li>• Vocabulary List: Unité 10 Leçon C</li><li>• G&amp;V Practice Games: Unité 10 Leçon C, Vocabulaire: Basic</li><li>• G&amp;V Practice Games: Unité 10 Leçon C, Vocabulaire: Advanced</li><li>• Activities for Mastery: Quelle est ma destination? p. 72</li><li>• Grammar Video: Unité 10 Video 20: Superlative of adjectives</li><li>• G&amp;V Practice Games: Unité 10 Leçon C, Structure: Basic, Superlative of Adjectives</li><li>• G&amp;V Practice Games: Unité 10 Leçon C, Structure: Advanced, Superlative of Adjectives</li><li>• Activities for Mastery: Qui est le plus gentil?, Le meilleur de l'année, Qui a l'autre moitié?, Il neige des questions! pp. 72-74</li></ul>
<b>Instructional Best Practices and Exemplars</b>	
<ol style="list-style-type: none"><li>1. Identifying similarities and differences in both languages</li><li>2. Summarizing and note taking</li><li>3. Reinforcing effort and providing recognition</li><li>4. Homework and practice</li><li>5. Linguistic 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 modeling</li><li>10. Manage response rates, time and accuracy</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**

**9.1.12.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/>

**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

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**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.</p> <p>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>

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**Interdisciplinary Connections**

**ELA**

**NJSLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**NJSLSA.L3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**NJSLSA.L5.** Demonstrate understanding of word relationships and nuances in word meanings.

**Social Studies**

**6.1.12.HistoryCA.14.c:** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

**6.1.12.HistoryUP.16.a:** Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

**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.