

Winslow Township School District
9-12 French 1
Unit 2: Les Loisirs

Overview: Summary: Unit Theme: Les Loisirs! The Leisures!

In this unit, students will be asked if they like or dislike to do certain activities, say how much they like to do something and ask about and state preferences and agree and disagree. The students will use subject pronouns (tu or vous) form sentences using regular er verbs, recognize infinitives, use adverbs and know placement and identify articles, the verb *préferer* and use *ne (n')...pas* to make sentences negative. The students will discuss culture such as; sports, modern Olympics, Lyon, la Fete des Lumieres and the world of music, Amadou et Mariam.

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
<u>Unit 2</u>	7.1.NH.IPRET.6 7.1.NH.IPRET.7 7.1.NH.IPERS.1: 7.1.NH.IPERS.5 7.1.NH.PRSNT.5 WIDA 1,2	<ul style="list-style-type: none"> • Students will be able to use the new vocabulary with transparency. • Students will be able to repeat what each student is saying they like, and modeling the pronunciation of each word. • Students will be introduced on how to conjugate "er" ending verbs with the subject pronouns as well as the verbs and the endings to the verb. J'aime, tu aimes, • Students will practice contractions with the preposition <i>a</i> - to or at. (A la, a l', au, aux) • Students will use conjunctions like <i>et</i> (and), <i>ou</i> (or) Give students two simple short sentences or questions and have them use conjunctions logically. (ex) Tu aimes danser? ou Jouer au football? • Students will practice the vocabulary words on hobbies they like to do. 	<ul style="list-style-type: none"> • What do you like to eat or do as a hobby? • What are your favorite classes in school? • Can you think of instances where you need to use the definite article before the noun? • What activities do you like to do during the week or weekend?
Unit 2: <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Asking about likes or dislikes • Introduce definite articles • Conjugate -er verbs • Hobbies they like to do. 		

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Curriculum Unit 2	Performance Expectations		Pacing	
			Days	Unit Days
Unit 2: Les Loisirs! The Leisures! Likes/Dislikes/Preferences	7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).	5	20
	7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.	5	
	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.	5	
	7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.	2	
	7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.	2	
	Assessment, Re-teach and Extension		1	

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Unit 2 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.6	Interpret some common cultural practices associated with the 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.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
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.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.

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Unit 2 Grade 9-12

Assessment Plan

- Use Assessment Rubrics to:
- Assess the student's class participation, completion of activities, completion of homework, completion of projects and vocabulary and grammar quizzes and tests.
- Assess the students group and partner work participation
- Assess the students voluntary and involuntary verbal participation
- Vocabulary 1 chpt.2 Quiz,
- Grammar 1 chpt. 2 Quiz
- Chapter 2 theme Projects
- Chapter 2 Test

- Alternative Assessments:
- Modified Assessments
- Heritage Learner Assessments
- ESL Assessments
- Pre-AP Assessments
- AP Assessments

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Resources	Activities
<ul style="list-style-type: none">• T'es branche? Book series including audios, videos, assessments, worksheet activities. <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none">• Students will complete the Textbook Level 1 activities provided per lesson per unit as assigned by the teacher.• Students will survey each other to find out about Students will then report their findings to the class, and a student volunteer will record the data and make a bar graph to show the 5 hobbies that are most interesting to the class, and the 5 hobbies that are the least interesting to the class.• Students will listen to a conversation describing a person's likes and dislikes. They will then match an object the person would most likely want for their birthday with the individual's name.• Students will organize sports and hobbies by the season or month in which they occur in a list.• Students will complete each series of months or seasons logically• Students will complete a conversation between two friends by writing the activity that matches the provided picture• Create flashcards or a list linking each activity to a person famous for that activity, or a picture of the activity.• Use textbook listening activities; ask students to respond to survey questions by raising their hand or responding orally.• Create a Bingo chart and place an activity in each square. Have students find other students in the room who do each activity in a column, row, or diagonal in order to get BINGO• Call out subject pronouns and have volunteers supply the correct form of FAIRE.• Holding up pictures of people doing various activities, cue students on subject pronouns and ask students what each person is doing.• Have students add conjugation of FAIRE in their notebooks then watch the video presentation of the verb FAIRE on <i>DVD Tutor</i>• Write several short questions and their answers in scrambled order on the board, have students match each question with the logical answer.• Ask students to volunteer and read aloud the questions and the answers they've matched

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	<ul style="list-style-type: none">• Produce a telecast for a French cable TV weather channel. Advanced learners will be the anchormen and or women giving over view of the weather around France.• Have students suggest infinitives that they have learned. Can they think of other sentences in which they used infinitives (j'aime manger la glace.)• Create a chart w/ 2 columns. Label one side "<i>is going to do something</i>" and label other side "<i>just did something</i>", then give examples of conversations that fall under the two columns
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none">1. Identifying similarities and differences in both languages2. Summarizing and note taking3. Reinforcing effort and providing recognition4. Homework and practice5. Linguistic representations	<ol style="list-style-type: none">6. Cooperative learning7. Setting objectives and providing feedback8. Generating and testing hypotheses9. Cues, questions, and modeling10. 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	
<p>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</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growths</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>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:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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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: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 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>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.

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.