

Winslow Township School District

9-12 French 1

Unit 3: à l'école

Overview: Summary: Unit Theme: à l'école! The School!

In this unit, students will say what I and others need, give prices, describe teachers and classes, ask for descriptions and ask (where, when, with whom and why) and set a time and a place to meet someone. Students will also conjugate the verb "être" to tell time, discuss adjective formation, agreement, and irregular adjectives, form possessive adjectives, and form contractions with de, irregular verb "avoir" and "aller" and est-ce-que to form questions.

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 3</u>	7.1.NH.IPRET.1 7.1.NH.IPRET.3: 7.1.NH.IPERS.1 7.1.NH.PRSNT.3 7.1.NH.PRSNT.5 WIDA 1,2	<ul style="list-style-type: none"> • Students will describe teachers and classes in French using at least 5 different adjectives (physical and personality traits). • Students will state at least 2 opinions of a friend. • Students will form adjectives appropriately based on gender and number. • Students will conjugate the verb "être" in the present tense. • Students will state at least 10 sentences describing themselves, a friend, and a group of friends.\ talking about time and classes, school supplies and school lunches. • Students will use possessive adjectives to describe their classes. • Students will make at least five statements using a contraction with "de" to describe the relationship between two people. 	<ul style="list-style-type: none"> • What classes do you have this year that interest you the most? • What is the difference between school supplies used in France and Quebec Canada? • What activities are important to participate in after school? •
Unit 3: <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Descriptions of People • Être <p style="text-align: center;">School and classes</p> <ul style="list-style-type: none"> • Telling Time, noun and article agreement 		

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Curriculum Unit 3	Performance Expectations		Pacing	
			Days	Unit Days
Unit 3: à l'école! The School!	7.1.NH.IPRET.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	20
	7.1.NH.IPRET.3:	Make requests and express preferences in classroom settings and in various social situations.	5	
	7.1.NH.IPERS.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.	5	
	7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.	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 3 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	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language	7.1.NH.IPRET.3:	Make requests and express preferences in classroom settings and in various social situations.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning	7.1.NH.IPERS.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
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 3 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
- Describe teachers and classes
- Sentence reconstruction activity
- Interrogative Words

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

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Resources	Activities
<p>T'es branché? Textbook series, resources, assessments and worksheet activities</p> <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none">• Students will match a statement with another statement that has the same meaning (classroom objects, supplies, numbers)• Students will create a poster that includes: a picture of a classroom, 10 descriptive words (in the proper gender form), 10 affirmative sentences describing the class, and 5 negative sentences describing the class.• Students will answer questions on a survey with their opinions of teachers, friends, and school in French.• Students will describe their school to a partner. Details will include: class schedule, teachers, school supplies, classroom objects and school lunches.• Draw a clock on the board or on transparency. Set the clock at one o'clock and tell students, <i>Il est une heure</i>. Continue with other times of expressions (<i>2:45- Il est trois heures moins le quart ...etc.</i>)• Research time zones in different cities in the US as well as Paris, Quebec City, Senegal, and cities in other French-speaking countries. Have students label the clocks with the names of cities and respective times on them. The wall of clocks can help them with the practice of telling time in French.• Introduce vocabulary with transparency. Model pronunciation of each word...<i>J'ai un stylo, j'ai des classeurs, etc.</i>• Have students go on line to www.education.gouv.fr and do a culture comparison to the French School supply list to the American school supply list.• Instruct students to write and record their own audio activity that practices -re verb forms. Their activity could be an extension of or an entirely different activity. Encourage students to be creative!• Grammavision- Video presentation of -ger and -cer verbs, see the <i>DVD tutor</i>.• Students will choose the appropriate form of the verb être to complete a sentence• Students will manipulate strips of paper with the conjugations of "être" to match with their proper subjects.

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- Students will interview a partner about their likes and dislikes. From the responses to five questions, students will generate 5 statements describing their partner.
- Students will ask five interrogative questions(who, what, when, with who and why)
- Students will complete the Textbook Level 1 activities provided per lesson per unit as assigned by the teacher.
- Students will compare the French conjugation of "être" with the English conjugation of to be" side by side on a worksheet.
- Use textbook listening activities; responding to questions in oral form rather than written (teacher can assess student based on pronunciation).
- Create manipulatives of broken-down sentences for students to rearrange in proper order
- Students will interview a partner and ask questions about their class schedule.
- Students will record their answers on a worksheet, and present their partner to the class.
- The class will take a survey to answer the question "Tu as combien de freres et de soeurs?"
- Use pictures of a student's family to create flashcards or a reference sheet for the names of each family member in French.
- Use textbook listening activities; ask student to decide whether oral responses given by classmates are correct or incorrect for the question that is asked. Kinesthetic- Use a soft ball when asking students to respond to questions, and have students fill in the blanks using the appropriate possessive
- Students will complete a conversation using the correct contraction with "de".
- Students will complete the riddles with the appropriate the ball to one another and choose a classmate to answer the next question. Contraction with "de", and then solve the riddle.
- Create flash cards with the possessive adjective (mon/ma/mes) on one side and the English word on the other (my), or the contraction with "de" on one side (de+le=), and the appropriate response on the other (du).

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Instructional Best Practices and Exemplars

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|---|--|
| 1. Identifying similarities and differences in both languages | 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 modeling |
| 5. Linguistic representations | 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,

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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.