

Winslow Township School District
9-12 French 1
Unit 4: Le weekend ensemble

Overview: Summary: Unit Theme: Le weekend ensemble! The weekends!

In this unit students will provide a reason, make plans and set a time to do something, order food and drinks in a café, ask for the bill and make and respond to predictions. The students will talk about the future using “aller” + infinitive, “prendre and the expressions avoir faim/soif and all forms of the verbs *quell* and *voir*. The students will talk about soccer, famous cafes and the history of the cinema in France and popular comedies.

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
Unit 4	7.1.NH.IPRET.2 7.1.NH.IPERS.3 7.1.NH.IPERS.4 7.1.NH.PRSNT.1 7.1.NH.PRSNT.2 WIDA 1,2	<ul style="list-style-type: none"> • Students will provide a reason, make plans and set a time to do something • Students will order food and drinks in a café, ask for the bill and make and respond to predictions. • Students will talk about the future using “aller” + infinitive,”prendre <p style="text-align: center;">Introduce soccer, famous cafes and the history of the cinema in France and popular comedies.</p> <ul style="list-style-type: none"> • Students will and the expressions avoir faim/soif and all forms of the verbs quell and voir. 	<ul style="list-style-type: none"> • What do you like to eat or do as a hobby? • What activities do you like to do during the week or weekend?
Unit 4: <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Weekend plans • Ordering in a cafe • Weekend predictions • Famous soccer players, restaurants and comedians. • Grammar; - using “aller” + infinitive,”prendre and the expressions avoir faim/soif and all forms of the verbs quell and voir. 		

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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
Unit 4: Le weekend ensemble	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	20
	7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.	5	
	7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.	5	
	7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.	2	
	7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.	2	
	Assessment, Re-teach and Extension		1	

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Unit 4 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.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.
Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.	7.1.NH.IPERS.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.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	7.1.NH.PRSNT.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.2	Create and present brief messages using familiar vocabulary orally or in writing.

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Unit 4 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
- Chapitre 4, Vocabulaire 1 Quiz
- Project: Have students make a slide show of their own private school-offering courses, staff, and even French food in the cafe!
- Chapitre 4 Test
- On line Practice Review: go.hrw.com
- Grammaire Quiz:

- 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 branche? Audios, videos, worksheets, online interactive activities and assessments</p> <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.• Draw a partial calendar on the board or on transparency, modeling the pronunciation with the students. Then the students in turn can make their own weekend plans.• Ask students to make a survey using vocabulary from Le weekend ensemble• Ask students get into partners and have them act out the question, that way current vocabulary is being used and it will be more motivating and effective for students <p>Create a brief menu to use for ordering snacks and drinks at a café with a friend Use the grammar concepts to tell your friends your weekend plans.</p>
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

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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,

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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.