

Winslow Township School District
9-12 French 1
Unit 5: Les gens que je connais

Overview: Summary: Unit Theme: Les gens que je connais! People I know!

Summary

In this unit, students will ask what someone is like and point out physical resemblances, ask someone's age, plan a party and ask someone's profession and where someone is from. The students will use possessive adjectives, ir verbs, offrir in the present tense, the expression avoir...ans, give dates and us c'est and il/elle est the verb venir and de + definite article. The students will name measurements in the metric system, discuss holidays in francophone countries and discuss speaking Africa and African writers.

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 5</u>	7.1.NH.IPRES.7 7.1.NH.IPERS.1 7.1.NH.IPERS.2 7.1.NH.PRSNT.3 7.1.NH.PRSNT.4 WIDA 1,2	<ul style="list-style-type: none"> • Students will ask what someone is like and point out physical resemblances • Students will ask someone’s age in order to plan a party and buy a gift • Students will ask someone’s profession and where someone is from. • The students will use possessive adjectives, ir verbs, offrir in the present tense, the expression avoir...ans • Students will give dates and use c’est and il/elle est the verb venir and de + definite article. • The students will name measurements in the metric system, discuss holidays in francophone countries and discuss speaking Africa and African writers. 	<ul style="list-style-type: none"> • What is the nature in relationships in other cultures?
Unit 5: <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Physical descriptions • Describing age, origin and profession • Planning a party • Ir verbs, offrir, avoir, ans • Venir and the recent past. (Venir plus de) I just phoned Ali- Je viens de téléphoner à Ali. 		

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Curriculum Unit 5	Performance Expectations		Pacing	
			Days	Unit Days
Unit 5: Les gens que je connais! People I know!	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	20
	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.2	Ask and respond to questions on practiced topics and on information from other subjects.	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.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.	2	
	Assessment, Re-teach and Extension		1	

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Unit 5 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.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.2	Ask and respond to questions on practiced topics and on information from other subjects.
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.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

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Unit 5 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 5, Vocabulaire 1 worksheets
- Chapitre 5, Vocabulaire 1 Quiz
- Sports and Hobbies Survey activity
- Chapitre 5 Test
- Project- Have students work into two's and have then make plans on what they like to do during their leisure time, including (weather, sport, activity, using the verb FAIRE)

- 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, assessments, textbook series, online interactive activities, worksheet 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.• 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 use a family tree to decide which family member is being described• Students will answer riddles asking about family members (Ex: The mother of my father is my...)• Students will create a family tree that includes: a picture of their family member (or other image to represent the person), the person's name, and the person's role in the family in relation to the student.• The student will attach answers to the four main questions they have learned about family.• Students will interview a partner and ask questions about ages and birthdays.• 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?" (How many brothers and sisters do you have?). A student will record the results of each person's response, and a pie chart will be created to find what percentage of the class has each amount of brothers and sisters.• Use pictures of different professions to practice and guess the word.• Use all the indicated verbs correctible by forming short sentences and creating partner dialogues.

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Instructional Best Practices and Exemplars

- | | |
|---|--|
| 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.