

Winslow Township School District
9-12 French 1
Unit 6: La rue commercante

Overview: Summary: Unit Theme: La rue commercante! The Shopping Street!

In Chpt 6, students will be able to shop for clothes, use sequence of events and shop at a market for fresh ingredients. The students will use grammar concepts like the verbs “acheter and vouloir” regular –re verbs and expressions of quantity and use partitive in affirmative and negative sentences. Students will talk about shopping online and in flea markets, designers and clothing in West Africa, French stores, cheeses and metric measurements and North African markets and the slow food movement in France.

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 |
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| <u>Unit 6</u> | 7.1.IL.IPRET.4 7.1.IL.IPRET.5: 7.1.IL.IPERS.2: 7.1.IL.IPERS.3 7.1.IL.PRSNT.2: WIDA 1,2 | <ul style="list-style-type: none"> ○ Students will be able to shop for clothes, use sequence of events and shop at a market for fresh ingredients ○ Students will use the verbs “acheter and vouloir” in conversation ○ Students will conjugate regular –re verbs and expressions of quantity and use partitive in affirmative and negative sentences ● Students will discuss culture concepts like, shopping online and in flea markets, designers and clothing in West Africa, French stores, cheeses and metric measurements and North African markets and the slow food movement in France. | <ul style="list-style-type: none"> ● How is shopping different in other countries? ● What do you typically eat for breakfast? ● Are there any similarities between the two cultures? ● What would you say a typical lunch and dinner is in the French Culture? |
| Unit 6: <i>Enduring Understandings</i> | <ul style="list-style-type: none"> ● Clothing and colors ● Prices and sizes ● Present tense of the verb “acheter”, Irregular verb “vouloir” ● Market items like food, condiments and measurements ● Present tense –re regular verbs, expressions of quantity ● Fruits and vegetables and Partitive in Negative Sentences | | |

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| Curriculum Unit 6 | Performance Expectations | | Pacing | |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------|-----------|
| | | | Days | Unit Days |
| <p>Unit 6: La rue commercante! The Shopping Street!</p> <p>shop for clothing, shop online shop at the market</p> | 7.1.IL.IPRET.4 | Infer the meaning of some unfamiliar words and ideas in some new contexts. | 5 | 20 |
| | 7.1.IL.IPRET.5: | Compare and contrast some unique linguistic elements in English and the target language. | 5 | |
| | 7.1.IL.IPERS.2: | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. | 5 | |
| | 7.1.IL.IPERS.3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. | 2 | |
| | 7.1.IL.PRSNT.2: | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. | 2 | |
| | Assessment, Re-teach and Extension | | 1 | |

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| Unit 6 Grade 9-12 | | |
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| 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.4 | Infer the meaning of some unfamiliar words and ideas in some new contexts. |
| 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.2: | Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life. |
| Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and | 7.1.IL.IPERS.3 | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. |

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| competence as they progress along the proficiency continuum. | | |
| 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. | 7.1.IL.PRSNT.2: | Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences. |

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Unit 6 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 6, Vocabulaire 1 worksheets
- Chapitre 6, Vocabulaire 1 Quiz
- Chapitre 6, Vocab Quiz
- Chapitre 6 Test

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

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| Resources | Activities |
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| <ul style="list-style-type: none">• Transparencies- Vocab 6.1, 6.2• DVD Tutor, Disc 2 Télé-vocab• Cahier de Vocabulaire et grammaire• Interactive Tutor, Disc 2• Transparencies- Vocab 6.7• DVD Tutor, Disc 2 Télé-vocab• Cahier de Vocabulaire et grammaire• Interactive Tutor, Disc 2 <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.• Have students stand to the following commands- Leve-toi si tu aimes boire un chocolat chaud au petit déjeuner.• Ask students what utensils you need to eat certain foods. / Encourage students to answer in complete sentences if they want more -encore? tu reprends du jus de pomme?• DVD tutor- Presentation of the partitive.• Qu'est-ce que tu veux prendre? As you show them whole foods (a banana, an orange, etc) Response: Je veux une baguette.• Point out more food and beverage in pairs. Ask volunteers to play the role of the server and make recommendation, based on whether you say J'ai faim or J'ai soif. Copy vocabulary words in notebooks.• Video presentation DVD Tutor students prepare flash cards w/foods and w/partner practice ordering foods on the cards.• Have students write the verb prendre in their notebooks, on a verb chart, etc.• Practice verb conjugations on the board.• Have volunteers point out to transparency and call out expressions-Je cherche un manteau, then student would point to overcoat. · Have students do a role play with the vocabulaire from exprimons-nous! One person will be a salesclerk and one will be a customer.• Have students make clothing flashcards with two examples of the same item, such as a pair of elegant boots and a pair of workbooks. Have them use demonstrative adjectives ce, cet, cette, and ces. |

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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,

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 |
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| <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.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

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.