

**Winslow Township School District**  
**9-12 French 1**  
**Unit 7: à la maison – At Home**

**Overview: Summary: Unit Theme: à la maison – At Home**

This unit the students will give a tour of a home and ask where someone lives, give directions in the kitchen and talk about computers and express nonunderstanding of something. The students will review ordinal numbers, the verbs devoir and mettre in the present tense and make comparisons with adjectives and use the verb pouvoir inn the present tense. The students will talk about housing in France and in le Maghreb and share facts about Algeria, talk about Marseille and Provence. The students will talk about the technology that young French people use, the province of New Brunswick in Canada and the singer Natasha St-Pier.

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  |
|--|--|--|--|
| <a href="#">Unit 7</a>                           | 7.1.IL.IPRET.2<br>7.1.IL.IPRET.4<br>7.1.IL.IPERS.3<br>7.1.IL.IPERS.4<br>7.1.IL.PRSNT.1<br>WIDA 1,2   | <ul style="list-style-type: none"> <li>• Students will be able to pronounce vocabulary words in French on how to say chores.</li> <li>• Students will conjugate irregular verbs <i>pouvoir</i> and <i>devoir</i> and also introduce the past tense of -ir and -re ending verbs.</li> <li>• Students will be introduced to a typical French home. Comparing the houses, cooking activities in the kitchen and technology used in the household.</li> <li>• Students will be introduced to the <i>passé composé</i> with action verbs using the helping verb <i>être</i>.</li> </ul> | <ul style="list-style-type: none"> <li>• Do you do chores at home?</li> <li>• How are the verbs <i>pouvoir</i> and <i>devoir</i> used with an infinitive verb?</li> <li>• How would you form -ir ending verbs in the <i>passé composé</i>?</li> <li>• Do you consider the ground level floor to be the 1st floor?</li> </ul> |
| <b>Unit 7:</b><br><i>Enduring Understandings</i> | <ul style="list-style-type: none"> <li>• To introduce chores, rooms in the home, a continuation of past tense in verbs.</li> <li>• Introduce verbs <i>pouvoir</i> and <i>devoir</i>.</li> <li>• Introduced <i>passé composé</i> of -ir and -re verbs</li> <li>• Introduce vocabulary by modeling pronunciation for all the rooms of the house.</li> <li>• Introduce different -ir ending verbs than from chpt. 6 (<i>Dormir</i>, <i>Sortir</i> and <i>Partir</i>)</li> <li>• Introduce the <i>passé composé</i> with <i>être</i>.</li> </ul> |  | <ul style="list-style-type: none"> <li>• There are some verbs that mainly use motion like <i>aller</i>. Can you guess other verbs that express motion?</li> </ul>  |

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| Curriculum Unit<br>7       | Performance Expectations           |  | Pacing |           |
|----------------------------|------------------------------------|--|--------|-----------|
|                            |                                    |  | Days   | Unit Days |
| <b>Unit 7:<br/>At Home</b> | 7.1.IL.IPRET.2                     | React to a series of oral and written instructions connected to daily life.  | 5      | 20        |
|                            | 7.1.IL.IPRET.4                     | Infer the meaning of some unfamiliar words and ideas in some new contexts.   | 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.                                      | 5      |           |
|                            | 7.1.IL.IPERS.4                     | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.   | 2      |           |
|                            | 7.1.IL.PRSNT.1                     | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. | 2      |           |
|                            | Assessment, Re-teach and Extension |  | 1      |           |

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| Unit 8 Grade 9-12   |                          |   |
|---|--------------------------|---|
| Content Statement   | 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.2           | React to a series of oral and written instructions connected to daily life.   |
| 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.  |
| 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.3           | Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities. |
| 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.4           | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.                  |

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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.1 | Combine and recombine learned language to express personal ideas about areas of interest when creating oral and written presentations that are shared with a target language audience. |

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**Unit 8 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 7, Vocabulaire et grammaire 1 worksheets
- Chapitre 7, Vocabulaire 1 Quiz
- Chapitre 7, Vocab Quiz

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

**Resources**

- Transparencies- Vocab, audios, videos
- Cahier de Vocabulaire et grammaire
- Interactive Tutor, Disc 2
- Textbook p. 256

**Diversity, Equity & Inclusion Educational Resources**

<https://www.nj.gov/education/standards/dei/>

**Activities**

- Students will complete the Textbook Level 1 activities provided per lesson per unit as assigned by the teacher.
- Act out a chore- ask students to guess what the other students are doing.
- Hold up picture of people doing chores. Have students tell what the person has to do.
- Introduce rooms and furnishings with transparency
- Name a room and ask students what activities one might do there.
- Read aloud sentences in the passé composé and ask students to raise their right hand for the verb devoir and their left for the verb merrte.

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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,

**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:<br/> <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</li> </ul> <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.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.

**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.