

Winslow Township School District
9-12 French 1
Unit 8: À Paris

Overview: Summary: Unit Theme: À Paris

Summary

This unit of study gives students the opportunity to learn all about the French capital of Paris while introducing the passé composé in context under both regular and irregular circumstances. Students will discover many different facets about Parisian life that are woven into the fabric of its culture, such as cuisine, historic landmarks, and its métro system which rivals that of many major cities around the globe. In addition, this unit demonstrates to students how to extend an invitation to someone else while out, and other ways to either accept or reject invitations between friends while still building on lessons utilizing the verb faire in expressions, which are imperative to basic French communication.

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 8</u>	7.1.IL.IPRET.4 7.1.IL.IPRET.6 7.1.IL.IPERS.1 7.1.IL.IPERS.2 7.1.IL.PRSNT.2 WIDA 1,2	<ul style="list-style-type: none"> • Extend an invitation and accept or refuse an invitation • Discuss Paris sites; discuss famous pastries and chefs; and talk about Port-au-Prince, the capital of Haïti • Use the verb faire when describing the weather, sports, and other activities; and learn how to say “I’m hot” and “I’m cold” • Excuse oneself and talk about past events Describe events completed in the past, including those using verbs that take irregular past participles; and use irregular adjectives Sequence events in the past • Discuss le jardin des Tuileries and the métro Discuss three famous Paris monuments • Describe past events and specify them with adverbs Master the forms of être and avoir in the present tense in order to help better serve as the auxiliary verbs used in the passé composé 	<ul style="list-style-type: none"> • How do I talk about multiple events in the past? • How do major world cities, such as Paris, tell their stories? • How do I extend invitations and either accept or reject invitations? • How can I talk about weather, the sports, and other activities while using faire?
Unit 8: <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Acceptance or refusal to an invitation, excuse oneself and discuss past events, use vocabulary of sequence of events • The verb “faire”, irregular past participles and irregular adjectives, past events with specify adverbs • Paris sites, Port-au-Prince, the capital of Haiti, Paris monuments amd, le jardin des Tuileries. 		

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Curriculum Unit 8	Performance Expectations		Pacing	
			Days	Unit Days
Unit 8: À Paris	7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.	3	15
	7.1.IL.IPRET.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.	3	
	7.1.IL.IPERS.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.	3	
	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.	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		2	

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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.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.6	Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community.
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.1	Request and provide information in conversations and in writing by creating simple sentences by combining and recombining learned language in order to express original ideas.
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.

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<p>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.</p>	<p>7.1.IL.PRSNT.2</p>	<p>Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.</p>
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Unit 5 Grade 9-12

Assessment Plan

Formative Assessments: A variety of formative assessments will be used throughout the lesson, including, but not limited to, the following: ● Listening exercises ● Assorted reading, speaking, and writing prompts ● Real-life context dialogues ● Probing questions ● Contemporary Francophone music videos introduced alongside relevant vocabulary ● Parisian map speaking game ● Paris Monument Quiz Summative Assessments: A variety of summative assessments will be used throughout the lesson, including, but not limited to, the following: ● Unit exams (inclusive of unit vocabulary, grammatical concepts, and oral component) ● Imperative assignment (Paris métro map directions) ● Etiquette quiz (Parisian societal customs taking place in public places)

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

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Resources	Activities
<ul style="list-style-type: none"> • French 1 <ul style="list-style-type: none"> • Vocabulary Lists: Unité 8 • Can-Do Statements: Unité 8 pp. 15-16 • Copy Masters: Act D p. 48 • Pre-AP Listening Unité 8 • Pre-AP Reading Unité 8 • Video Activities: Rendez-vous à Nice! Episode 8 • Flash Cards: Unité 8 • Jeux: Unité 8 <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<p>Student Edition: Et si je voulais dire...? p. 409</p> <ul style="list-style-type: none"> • Dialogue Video: Unité 8 Leçon B (Rencontres culturelles) • eVisuals: Leçon B • Flash Cards: Unité 8 Leçon B • Vocabulary List: Unité 8 Leçon B • Activities for Mastery: Vous allez où? p. 53 • Student Edition: Recherche pp. 414-415 <p>iCULTURE</p> <ul style="list-style-type: none"> • iPassport: search term: Paris • iNews: search terms: Notre Dame, Arc de Triomphe <p>Passé composé with avoir</p> <ul style="list-style-type: none"> • Grammar Video: Unité 8 Video 14: Passé composé with avoir • G&V Practice Games: Unité 8 Leçon B, Structure: Basic, Avoir Passé Composé • Activities for Mastery: Mettez les mots dans l'ordre correct, Changez au passé composé, Qu'est-ce qui a dû arriver? pp. 54-55 <p>Irregular past participles</p> <ul style="list-style-type: none"> • G&V Practice Games: Unité 8 Leçon B, Structure: Basic, Irregular Past Participles • G&V Practice Games: Unité 8 Leçon B, Structure: Advanced, Irregular Past Participles <p>Position of irregular adjectives</p> <ul style="list-style-type: none"> • G&V Practice Games: Unité 8 Leçon B, Structure: Basic, Irregular Adjectives • Activities for Mastery: Quel adjectif? p. 53 <p>Student Edition: Et si je voulais dire...? p. 429</p> <ul style="list-style-type: none"> • Dialogue Video: Unité 8 Leçon C (Rencontres culturelles) • eVisuals: Leçon C • Flash Cards: Unité 8 Leçon C • Vocabulary List: Unité 8 Leçon C • G&V Practice Games: Unité 8 Leçon C, Vocabulaire: Basic • G&V Practice Games: Unité 8 Leçon C, Vocabulaire: Advanced • Activities for Mastery: C'est quand? p. 56 <p>Passé composé with être</p>

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	<ul style="list-style-type: none"> • Grammar Video: Unité 8 Video 15: Passé composé with être • G&V Practice Games: Unité 8 Leçon C, Structure: Basic, Être passé composé • G&V Practice Games: Unité 8 Leçon C, Structure: Advanced, Être passé composé • Activities for Mastery: La maison française mystérieuse, Avez-vous fait les mêmes choses? pp. 57-58 Position of adverbs in the passé composé • Grammar Video: Unité 8 Video 16: Position of adverbs in the passé composé • G&V Practice Games: Unité 8 Leçon C, Structure: Basic, Position of Adverbs • G&V Practice Games: Unité 8 Leçon C, Structure: Advanced, Position of Adverbs • Activities for Mastery: Changez cette phrase! p. 59
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences in both languages 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Linguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and modeling 10. 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/>

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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: 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.