

Winslow Township School District
9-12 French 1
Unit 9: En forme

Overview: Summary: Unit Theme: En forme

Summary

This unit provides the basics for showing how the French along with Francophone nations take care of their bodies. Students will be introduced to a variety of ways in which to show need or necessity via falloir in the present tense. In addition, students will learn how to ask for advice and to give it, particularly in a medical setting, such as at a doctor's office or dentist's office. There will be an emphasis on presenting campaigns by governments in order to get their citizens in shape, and ways in which the health care systems in France and Francophone countries work and what makes them tick.

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 9</u>	7.1.IL.IPRET.1 7.1.IL.IPRET.5 7.1.IL.IPERS.4 7.1.IL.PRSNT.1 7.1.IL.PRSNT.5 WIDA 1,2	<ul style="list-style-type: none"> • Express need and necessity Use the present tense form of the verb falloir in order to show need • Ask for and give advice Give commands Persuade someone and respond to persuasion • Talk about France’s national medical insurance, a government campaign to get people in shape, and thermal spas Talk about the Green movement in France, and a popular bike rental program in Paris Talk about Rwanda, its home health care system, and the people who provide it Discuss Francophone health care systems through a general scope • Use infinitives after some conjugated verbs When to use des or de with plural nouns modified by adjectives 	<ul style="list-style-type: none"> • How do people stay healthy and maintain a healthy environment? • How do I talk about things that I need? • How does the healthcare system in France work? • How can I ask for and give advice? • How do the French stay in-shape?
Unit 9: <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Express need and necessity, ask for and give advice, persuade and response to persuasion • Present tense form of the verb “falloir”, give commands, use infinitives after conjugated verbs, use des or de with plural nouns modified by adjectives • Talk about France’s medical insurance, government campaign, health, Rwanda and the Green movement in France and a bike rental program in France 		

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Curriculum Unit 9	Performance Expectations		Pacing	
			Days	Unit Days
Unit 9: En forme	7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).	3	15
	7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.	3	
	7.1.IL.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.	3	
	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	
	7.1.IL.PRSNT.5	Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.	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.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
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.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
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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<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.5</p>	<p>Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions.</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 ● Scavenger hunt for best medical practitioner in particular French regions / Francophone countries ● Jigsaw reading on climate change

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) ● Climate change debate (utilizing correct grammar and vocabulary) ● Les malade au Rwanda Q&A Alternative Assessments: Presentational mode: Students will have the opportunity to take surveys from people in their classes regarding the climate change debate and present their findings as opposed to a series of rapid questions and answers for this unit summative assessment.

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

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Resources	Activities
<p> Système D • Presentational: Student Edition: Act. 24 p. 506 (CUSTOM) • Interpretive, Presentational: Student Edition: Act. 25 p. 506 (CUSTOM) • Interpretive, Presentational: Student Edition: Act. 26 p. 506 (CUSTOM) Projets finaux • Interpretive, Interpersonal, Presentational Student Edition: Act. A-C pp. 507-508 (CUSTOM) Faisons le point! • Interpretive, Presentational: Student Edition: Act. D p. 508 (CUSTOM) • Listening Activities and Pre-AP Speaking: Synthèse; Conversation simulée pp. 51-52 (eBOOK ACTIVITIES) • Authentic Resources: pp. 51-57 (eBOOK ACTIVITIES) • Vocabulary Lists: Unité 9 • Can-Do Statements: Unité 9 pp. 17-18 • Pre-AP Listening Unité 9 • Pre-AP Reading Unité 9 • Video Activities: Rendez-vous à Nice! Episode 9 • Flash Cards: Unité 9 • Jeux: Unité 9 Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/ </p>	<ul style="list-style-type: none"> • Student Edition: Contrat de l'élève p. 457 • Student Edition: Prononciation p. 468 • Student Edition: Les copains d'abord p. 505 • Video Activities: Rendez-vous à Nice! Episode 9 • TPR Storytelling Unité 9 • Can-Do Statements: Unité 9 iCULTURE • iVideo: search terms: sport, régime • Student Edition: Recherche pp. 462-463 iCULTURE • iPassport: search term: Arcachon • iNews: search terms: santé, sécurité sociale • iVideo: search term: spa Interpretive • G&V Practice Games: Unité 9 Leçon A, Structure: Basic, Falloir • G&V Practice Games: Unité 9 Leçon A, Structure: Advanced, Falloir • Activities for Mastery: Qu'est-ce qu'il faut ou ne faut pas faire?, L'entraîneur et son client difficile pp. 61-62 Student Edition: Et si je voulais dire...? p. 470 • Dialogue Video: Unité 9 Leçon B (Rencontres culturelles) • eVisuals: Leçon B • Flash Cards: Unité 9 Leçon B • Vocabulary List: Unité 9 Leçon B • G&V Practice Games: Unité 9 Leçon B, Vocabulaire: Basic • G&V Practice Games: Unité 9 Leçon B, Vocabulaire: Advanced • Activities for Mastery: Quelle est la maladie?, Je veux rentrer chez moi! pp. 63-64 • Grammar Video: Unité 9 Video 17: The imperative • G&V Practice Games: Unité 9 Leçon B, Structure: Basic, Imperative • Activities for Mastery: Faites ce que je vous dis! p. 64 • Student Edition: Et si je voulais dire...? p. 484 • Dialogue Video: Unité 9 Leçon C (Rencontres culturelles) • eVisuals: Leçon C • Flash Cards: Unité 9 Leçon C

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	<ul style="list-style-type: none">• Vocabulary List: Unité 9 Leçon C• G&V Practice Games: Unité 9 Leçon C, Vocabulaire: Basic• G&V Practice Games: Unité 9 Leçon C, Vocabulaire: Advanced Verbs + infinitives• Grammar Video: Unité 9 Video 18: Verbs + INFINITIVES• Copy Masters: Act. 15 p. 51• G&V Practice Games: Unité 9 Leçon C, Structure: Basic, Verbs + Infinitives• G&V Practice Games: Unité 9 Leçon C, Structure: Advanced, Verbs + Infinitives• Activities for Mastery: Écrivez l’histoire! p. 65 De + plural adjectives• G&V Practice Games: Unité 9 Leçon C, Structure: Basic, De + Plural Adjectives• G&V Practice Games: Unité 9 Leçon C, Structure: Advanced, De + Plural Adjectives• Activities for Mastery: Faites les changements!, Demandez, répondez, changez, et continuez! pp. 66-67
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/>

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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.