

Winslow Township School District

9-12 French 2

Unit 1: Comment je pass l'été

Overview: Summary: Unit Theme: Comment je pass l'été - Talk about when and where things occur

In this chapter students will ask/tell when things happen and ask/give opinion. Review regular verbs, possessives, negation, ask questions and give dates. The students will review irregular verbs, present tense, articles, adjective agreement. The students will also discuss history of Quebec, talk about Luxembourg, TV in France vs USA Amusement parks in France and Quebec.

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 1</u>	7.1.IL.IPRET.1 7.1.IL.IPRET.2 7.1.IL.IPERS.2: 7.1.IL.IPERS.5 7.1.IL.PRSNT.1 WIDA 1,2	<ul style="list-style-type: none"> • Lecon 1A • Ask/tell when things happen. • Discuss history of Quebec • Review regular verbs, possessives, negation, ask questions give dates • Lecon 1B • Ask/give opinion • Talk about Luxembourg • TV in France vs USA • Review irregular verbs, present tense, articles, adjective agreement • Lecon 1C • Amusement parks in France and Quebec 	<ul style="list-style-type: none"> • What do young people do in the summer in other cultures? • How does summer vacation in the Francophone world compare to that of the USA?
Unit 1: Enduring Understandings	<ul style="list-style-type: none"> • Ask/tell when things happen, ask/give opinion and inquire about and respond to future plans • Irregular verbs “avoir and être”, present tense, articles, adjective agreement, use demonstrative adjectives, preposition de and à with definite articles • History of Quebec, talk about Luxembourg, TV in France vs USA Amusement parks in France and Quebec 		

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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
Unit 1: Comment je pass l'été - Talk about when and where things occur	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).	5	20
	7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.	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.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	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		2	

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Unit 7 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.2	React to a series of oral and written instructions connected 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 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 competence as they progress along the proficiency continuum.	7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.

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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.1</p>	<p>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.</p>
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Unit 7 Grade 9-12

Assessment Plan

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| <ul style="list-style-type: none">• 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 1, Vocabulaire et grammaire 1 worksheets• Chapitre 1, Vocabulaire 1 Quiz• Chapitre 1, Vocab Quiz• Chapitre 1 Test | <ul style="list-style-type: none">• 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"> • Transparencies- Vocab 7.1, 7.2 • DVD Tutor, Disc 2 Tele-vocab • Cahier de Vocabulaire et grammaire • Interactive Tutor, Disc 2 • Textbook p. 222 • Textbook p. 226 <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 activities provided per lesson per unit as assigned by the teacher. • Model pronunciation of each word, • Have volunteers point out to transparency and call out expressions- • Have students do a role play with the vocabulaire from exprimons-nous! • Listening Comprehension • Have students make vocabulary flashcards with two examples of the same item, Have them use demonstrative adjectives ce, cet, cette, and ces. • Have students write the vocabulary into their notebooks from the transparency • Make a Passé Composé verb chart so the helping verb avoir and the past participle can be written in one slot. • Listening Comprehension • Pair/group dialogue read aloud • Reading comprehension • Think-Pair-Share • Listening Comprehension practice • One sentence summaries • Online practice and reinforcement activities • Class discussion • Total physical response activities (TPR) • (Chapter review)
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/>

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

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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

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
 - Listening
 - Speaking
 - Reading
 - Writing
 - Oral Language

Check Comprehension of Students and use accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. 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

Modifications for Gifted Students

Students will be provided with modifications that may include:

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

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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.