

Winslow Township School District

9-12 French 2

Unit 10: En vacances

Overview: Summary: Unit Theme: En vacances

In this chapter the students will say what they've been wanting to do for a long time, say what is needed and to return something and ask someone to bring something. The students will practice grammar by using adverbs and verbs followed by infinitives, the verb "dormer" and comparative of adverbs, and use the superlative of adverbs. The students will discuss culture by talking about the French Riviera, Nice, at museums, the Alps, Grenoble, camping in France, French Guiana, the cities of Kourou and Cayenne and adventures in tourism.

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
<p>Unit 10</p>	<p>7.1.IM.IPRET.2 7.1.IM.IPRET.3 7.1.IM.IPERS.1 7.1.IM.PRSNT.1 7.1.IM.PRSNT.3 WIDA 1,2</p>	<ul style="list-style-type: none"> • The students will say what they’ve been wanting to do for a long time, say what is needed and to return something and ask someone to bring something. • The students will practice grammar by using adverbs and verbs followed by infinitives, the verb “dormer” and comparative of adverbs, and use the superlative of adverbs. • The students will discuss culture by talking about the French Riviera, Nice, at museums, the Alps, Grenoble, camping in France, French Guiana, the cities of Kourou and Cayenne and adventures in tourism. 	<ul style="list-style-type: none"> • Do you like to travel? • What are the important items needed for traveling? <ul style="list-style-type: none"> • What opportunities does travel afford us?
<p>Unit 10: <i>Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Wants for a period of time, returns and items brought • Adverbs, Dormer, comparative of adverbs, superlative adverbs • French Riviera, Nice, at museums, the Alps, Grenoble, camping in France, French Guiana, the cities of Kourou and Cayenne and adventures in tourism. 		

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Curriculum Unit 10	Performance Expectations		Pacing	
			Days	Unit Days
Unit 10: En vacances	7.1.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.	2	10
	7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.	2	
	7.1.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations.	2	
	7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.	2	
	7.1.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.	1	
	Assessment, Re-teach and Extension		1	

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Unit 10 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.IM.IPRET.2	With the help of graphic organizers, compare information (i.e., main ideas, main characters, settings) in culturally authentic materials related to targeted themes.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
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.IM.IPERS.1	Engage in conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and 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	7.1.IM.PRSNT.1	From culturally authentic resources, present information about personal events and social experiences to speakers of the target language, using sentences and a series of connected sentences.

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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.IM.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.

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Unit 10 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
- Bien Dit: Chapitre 10, Vocabulaire et grammaire 1 worksheets
- Chapitre 10, Vocabulaire 1 Quiz
- Chapitre 10, Vocab Quiz
- Chapitre 10 Test
- Chapter 10 Projects

- 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 10.1, 10.2 • DVD Tutor, Disc 2 Tele-vocab • Cahier de Vocabulaire et grammaire • Interactive Tutor, Disc 2 • Textbook p. <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • Introduce the vocabulary with transparency Vocabulaire 10.1, model pronunciation of each word. • Graphic and Pictorial Organizers, • 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 Q

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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 connection

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.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.