

Winslow Township School District
10-12 French 2
Unit 3: La vie quotidienne

Overview: Summary: Unit Theme: La vie quotidienne - express frustration, make comparisons, talk about routines

In this unit, students will make/respond to complaints and frustrations, compare what you do with others, ask someone to recount a past event daily routine in the morning and in the evening, express impatience, state at what times of the day or in their schedule that they do certain activities, and make recommendations. For the grammar concepts the students will use reflexive verbs in the present tense, past tense, and with infinitives, and use "tout/tous/toute/toutes" to express "all or whole". Use reflexive verbs to talk about daily routines, use reflexive verbs in the past tense. For culture connection the students will discuss the Republic of Cameroon and French culture.

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.

Winslow Township School District
10-12 French 2
Unit 3: La vie quotidienne

Overview	Performance Expectations for World Language	Unit Focus	Essential Questions
<u>Unit 3</u>	7.1.IL.IPRET.2 7.1.IL.IPRET.5 7.1.IL.IPERS.1: 7.1.IL.IPERS.3 7.1.IL.PRSNT.2 WIDA 1,2	<p style="text-align: center;">Lecon 3A • Make/respond to complaints and frustration • Discuss Republic of Cameroon and French culture • Use reflexive verbs to talk about daily routines</p> <p style="text-align: center;">Lecon 3B • Compare what you do with others</p> <p style="text-align: center;">Lecon 3C • Ask someone to recount a past event • Use Reflexive verbs in the past tense.</p>	<ul style="list-style-type: none"> • What are your daily routines in the morning? • What are your daily routines in the evening? • What morning or evening routine did you do yesterday?
Unit 3: <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • Morning Routines, afternoon and evening Routines • Reflexive Verbs and the form of “s’asseoir” • Republic of Cameroon 		<ul style="list-style-type: none"> • How do the routines of people in other countries differ from ours in the USA? • How has French culture impacted the African continent and what are the lasting effects culturally?

Winslow Township School District
10-12 French 2
Unit 3: La vie quotidienne

Curriculum Unit 3	Performance Expectations		Pacing	
			Days	Unit Days
Unit 3: La vie quotidienne - express frustration, make comparisons, talk about routines	7.1.IL.IPRET.2	React to a series of oral and written instructions connected to daily life.	5	20
	7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.	5	
	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.	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.	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		1	

Winslow Township School District
10-12 French 2
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Unit 4 Grade 10-12		
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.II.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.II.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.II.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.II.IPERS.3	Give and follow a series of oral and written directions, commands, and requests for participating in classroom, cultural, and pastime activities.
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	7.1.II.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

Winslow Township School District
10-12 French 2
Unit 3: La vie quotidienne

and competence as they progress along the proficiency continuum.		
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Winslow Township School District
10-12 French 2
Unit 3: La vie quotidienne

Unit 4 Grade 10-12

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• Assess the student's spoken and written class participation, completion of activities, vocabulary and grammar quiz and test.• French 2: DVD Tutor, Tele Vocab 1 and Grammavision 1.2• French 2: Audio CD tracks• French 2: Chapitre 3, Vocabulaire 1 worksheets• French 2: Chapitre 3, Grammaire 1 worksheets• French 2: Grammar Tutor, Chapitre 3 worksheets | <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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Winslow Township School District
10-12 French 2
Unit 3: La vie quotidienne

Resources	Activities
<ul style="list-style-type: none"> • French 2: DVD Tutor, Tele Vocab 1 and Grammavision 1.1 & 1.2 • French 2: Audio CD tracks • French 2: Chapitre 3, Vocabulaire 1 worksheets • French 2: Chapitre 3, Grammaire 1 worksheets • French 2: Grammar Tutor, Chapitre 3 worksheets notes worksheets <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 • Introduce vocabulary with transparencies Vocabulaire modeling pronunciation. • Use vocabulary words the teacher goes through in the morning by pantomiming where necessary. Ask questions to students about their daily routines by answering oui or non. Video presentation of vocabulary on <i>DVD</i> • <i>Tutor</i>- Have students do worksheets while watching. • Listening Activity • Writing Activities. Have students write down routines about themselves and family members and guess whose routine belongs to which family member. • Give students large index cards using expressions of vocabulary words. Say a time of the day or evening, have students respond appropriately with his or her card, as he or she raises it. • Have students practice conjugations of reflexive verbs in the passe compose with a partner. • Have students create a conversation of a parent, an obedient child and a rebellious child. The parent gives commands to both children, one in the present and the other in the past tense. • Pair/group dialogue readaloud • 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)

Winslow Township School District
10-12 French 2
Unit 3: La vie quotidienne

Instructional Best Practices and Exemplars

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| <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/>

Winslow Township School District
10-12 French 2
Unit 3: La vie quotidienne

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

Winslow Township School District
10-12 French 2
Unit 3: La vie quotidienne

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. 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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10-12 French 2
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Interdisciplinary Connections

ELA

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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.