

## Winslow Township School District

### 9-12 French 2

#### Unit 4: Autrefois

#### **Overview: Summary: Unit Theme: Autrefois - reminisce about the past, make suggestions**

In this unit the students will be able to reminisce, describe the past, say what usually happens, and make a suggestions. The students will practice the grammar concepts by using the imperfect tense and the verb croire. The students will make culture connections by discussing French agriculture/rural life today, talk about the culture of demonstrations “manifestations” in France, 1968 student protests and 2 French universities.

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
<a href="#"><u>Unit 4</u></a>	7.1.IL.IPRET.5: 7.1.IL.IPERS.5 7.1.IL.IPERS.1 7.1.IL.PRSNT.2 7.1.IL.PRSNT.3 WIDA 1,2	<p>Lecon 4 A • Reminisce, describe the past • Discuss French agriculture/rural life today • Use the imperfect tense and the verb croire.</p> <p>Lecon 4B • Describe the past and say what usually happens</p> <p>Lecon 4C • Make a suggestion • Talk about the culture of demonstrations “manifestations” in France, 1968 student protests &amp; 2 French universities</p>	<ul style="list-style-type: none"> <li>• How does the past shape us?</li> <li>• What do protests tell us about how France and America are similar/dissimilar?</li> </ul>
<b>Unit 4:</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Past activities and suggestions</li> <li>• Imperfect Tense and use “il a” with time expressions and the irregular verb “dire” and “si” clauses with the imperfect to express a wish</li> <li>• Talk about Montmartre and Toulouse-Lautrec</li> </ul>		

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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 4:</b>  <b>Autrefois - reminisce about the past, make suggestions</b>	7.1.IL.IPRET.5:	Compare and contrast some unique linguistic elements in English and the target language.	5	20
	7.1.IL.IPERS.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.	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.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.	2	
	7.1.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.	2	
	Assessment, Re-teach and Extension		1	

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Unit 9 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.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.5	Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
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.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of	7.1.IL.PRSNT.2	Present preferences on everyday topics of interest and explain reasons for the preferences, using simple sentences.

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topics. Speakers and writers gain confidence and competence as they 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.IL.PRSNT.3	Use language creatively to respond in writing to a variety of oral or visual prompts.

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**Unit 9 Grade 9-12**

**Assessment Plan**

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| <ul style="list-style-type: none"><li>• Use Assessment Rubrics to:</li><li>• Assess the student's class participation, completion of activities, completion of homework, completion of projects and vocabulary and grammar quizzes and tests.</li><li>• Assess the students group and partner work participation</li><li>• Assess the students voluntary and involuntary verbal participation</li><li>• Chapitre 4, Vocabulaire et grammaire 1 worksheets</li><li>• Chapitre 4, Vocabulaire 1 Quiz</li></ul> | <ul style="list-style-type: none"><li>• Alternative Assessments:</li><li>• Modified Assessments</li><li>• Heritage Learner Assessments</li><li>• ESL Assessments</li><li>• Pre-AP Assessments</li><li>• AP Assessments</li><li>• Projects</li><li>• Presentations</li></ul> |
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Resources	Activities
<ul style="list-style-type: none"><li>• Transparencies- Vocab 9.1, 9.2</li><li>• DVD Tutor, Disc 2 Tele-vocab</li><li>• Cahier de Vocabulaire et grammaire</li><li>• Interactive Tutor, Disc 2</li><li>• Textbook</li></ul> <p><b>Diversity, Equity &amp; Inclusion Educational Resources</b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>	<ul style="list-style-type: none"><li>• Students will complete the Textbook Level activities provided per lesson per unit as assigned by the teacher.</li><li>• Model the pronunciation of each word as you point to the appropriate picture.</li><li>• Ask students about past events and activities.</li><li>• Video presentation of this unit on <i>DVD Tutor</i></li><li>• Go over the pronunciation of the verb “croire and “dire”, call out a subject pronoun and a tense and ask students to respond with the appropriate verb form.</li><li>• Describe situations in English and have students tell whether they would use the imperfect tense in each situation.</li><li>• Give examples in English and then in French of each verb to be sure students have a full understanding.</li><li>• Ask students to fold a sheet of paper in half and write sentences to illustrate each meaning.</li><li>• Have students watch DVD Tutor in class that presents the two verbs and do the activity at the end of the video.</li><li>• Introduce the vocabulary with transparency</li><li>• Video presentation of the vocabulary on DVD Tutor</li><li>• Read aloud some statements and simple questions with inversion. Have students raise their right hand if the sentence is a statement and their left hand if it is a question.</li><li>• 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)</li></ul>

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**Instructional Best Practices and Exemplars**

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

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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#### Unit 4: Autrefois

#### 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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Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/educators/lessons-by-grade>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**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.