

Winslow Township School District
9-12 French 2
Unit 5: Bon voyage et bonne route

Overview: Summary: Unit Theme: Bon voyage et bonne route - health, express anticipation, interact with hotel personnel

In this unit the students will talk about Air France, Paris Airports and secure a hotel room by talking with concierge. The students will practice the grammar by use direct object pronouns to avoid repetition and use direct object pronouns in the past and the verb “conduire”. The students will also in cooperate the pronoun “tout” to describe “the whole”. For a culture connection the students will talk about French hotels.

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 5</u> | 7.1.IL.IPRET.1 7.1.IL.IPRET.6 7.1.IL.IPERS.4 7.1.IL.IPERS.5 7.1.IL.PRSNT.5 WIDA 1,2 | Lecon 5A • Talk about Air France, Paris Airports • Use direct object pronouns to avoid repetition Lecon 5B • Use direct object pronouns in the past and the verb conduire Lecon 5C • Secure a hotel room by talking with concierge • Talk about French hotels • Use indirect object pronouns • Use the pronoun tout to describe “the whole” | <ul style="list-style-type: none"> • Do you like to travel? • What are the important items needed for traveling? • If you had a chance to travel outside of the U.S., where would it be? • Who are the types of people I should be prepared to interact with as I travel through France? |
| Unit 5: <i>Enduring Understandings</i> | <ul style="list-style-type: none"> • Introduce basic traveling vocabulary and how to give advice • Introduce the pronouns me, te, nous and vous – le, la, l’ and les – and lui, leur, me, te, nous and vous • Introduce the verbs “boire” and the adjective “tout” • Students continue with vocabulary words used in traveling, and how to ask for information • Students will discuss Bordeaux. French car companies and driving in France and French hotels. | | |

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| Curriculum Unit 5 | Performance Expectations | | Pacing | |
|--|------------------------------------|---|--------|-----------|
| | | | Days | Unit Days |
| Unit 5: Bon voyage et bonne route - health, express anticipation, interact with hotel personnel | 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.6 | Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. | 5 | |
| | 7.1.IL.IPERS.4 | Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations. | 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.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 | | 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.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.6 | Using contextual authentic cultural resources, identify reasons for climate change in the target culture and in students' own community. |
| 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. |
| Interpersonal communication between and among people is the exchange of information and the negotiation of meaning. Speakers and writers gain confidence and | 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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| | | |
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| 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.5 | Compare and contrast global issues facing the target language regions of the world and those facing the students' own regions. |

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Unit 10 Grade 9-12

Assessment Plan

- | | |
|---|---|
| <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 5, Vocabulaire et grammaire 1 worksheets• Chapitre 5, Vocabulaire 1 Quiz / Tests / Projects | <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 • DVD Tutor, Disc 2 Tele-vocab • Cahier de Vocabulaire et grammaire • Interactive Tutor, Disc 2 <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 1 activities provided per lesson per unit as assigned by the teacher. • Introduce the vocabulary with transparency Vocabulaire model pronunciation of each word. • Video presentation of the DVD Tutor • Have students write vocabulary into their notebooks • Have students write a list of criteria for rating hotels. They should use the words from Vocabulaire and any additional words for features they believe are important in a good hotel like a pool, room service. Then have the students do research on hotels in their area either online or in person. • Present vocabulary "To get information" • Call out expressions for Exprimons-Nous, ask students whether a hotel guest or a receptionist would be more likely to say each one. • Have students make reservations with the vocabulary in Exprimons-nous! • Pretending to call a hotel of their choice from researching 5 star hotels in Nice or Cannes France. • Add pronouns to conversation by replacing the nouns. • Ask students to create an arrival and departure sign that includes a list of cities with the arrival and departure times, connections, and the flight or train status. Then have students use the sign to create conversations with classmates that include the expressions in Exprimons-nous! • 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 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.