

Winslow Township School District
10-12 French 2
Unit 6: Les arts maghrébins

Overview: Summary: Unit Theme: Les arts maghrébins

In this unit, students will review vocabulary to say what a book is about, recommend a book and borrow a book, ask people what instruments they play and choose appropriate salutations to start and end each letter. The students will practice grammar by using irregular verbs “lire” and “écrire”, use savoir and connaitre to express what and whom and the verbs “recevoir” and “ouvrir”. The students will make cultural connections by discussing about Morocco, francophone comics, Tahar Ben Jelloun, Algeria, singer Faudel and traditional Arab instruments, Tunisia, souks and how to write a formal letter.

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 6</u>	7.1.IM.IPRET.5 7.1.IM.IPERS.1 7.1.IM.IPERS.3 7.1.IM.PRSNT.1 7.1.IM.PRSNT.3 WIDA 1,2	<ul style="list-style-type: none"> • Recommend a book and borrow a book, ask people what instruments they play and choose appropriate salutations to start and end each letter • Irregular verbs “lire” and “écrire”, use savoir and connaitre to express what and whom and the verbs “recevoir” and “ouvrir” • Morocco, francophone comics, Tahar Ben Jelloun, Algeria, singer Faudel and traditional Arab instruments, Tunisia, souks and how to write a formal letter. 	<ul style="list-style-type: none"> • How do other cultures enrich our lives?
Unit 6: <i>Enduring Understandings</i>	<ul style="list-style-type: none"> • The arts; books, music and instruments • Irregular verbs; lire, écrire, savoir, connaitre, recevoir, ouvrir • Morocco, Algeria, Tahar ben Jelloun and Faudel 		

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Curriculum Unit 6	Performance Expectations		Pacing	
			Days	Unit Days
Unit 6: Les arts maghrébins	7.1.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.	5	20
	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.	5	
	7.1.IM.IPERS.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.	5	
	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.	2	
	Assessment, Re-teach and Extension		1	

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Unit 1 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.IM.IPRET.5	Use target language to paraphrase what is heard, viewed, or read in oral or written descriptions of people, places, objects, daily activities.
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.
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.3	Exchange preferences, feelings, or opinions and give advice on a variety of familiar topics, creating sentences and strings of sentences, and asking some follow-up questions.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of	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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<p>topics. Speakers and writers gain confidence and competence as they progress along the proficiency continuum.</p>		
<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.IM.PRSNT.3</p>	<p>Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations.</p>

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Unit 1 Grade 10-12

Assessment Plan

Select from the following:

Évaluation

- Student Edition: Act. A Évaluation de compréhension p. 362 (eBOOK ACTIVITY)
- Student Edition: Act. B Évaluation orale p. 362 (PERFORMANCE)
- Student Edition: Act. C Évaluation culturelle p. 363 (PERFORMANCE)
- Student Edition: Act. D Évaluation écrite p. 363 (CUSTOM)
- Student Edition: Act. E Évaluation visuelle p. 363 (PERFORMANCE)
- Student Edition: Act. F Évaluation compréhensive p. 363 (CUSTOM)

Bilan cumulatif

- Student Edition: Act. I-IV pp. 365-366 (eBOOK ACTIVITY)
- Student Edition: Act.V Composition p. 367 (CUSTOM)
- Student Edition: Act.VI Speaking p. 367 (PERFORMANCE)
- Test: Unité 6
- Integrated Performance Assessments: Unité 6: Les arts maghrébins pp. 31-35

Bundles: IPA

- Integrated Performance Assessment Unité 6: La musique du monde

- 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"> • Système D • • • Interpretive, Presentational: Student Edition: Act. 24 p. 328 (CUSTOM) • • Interpersonal: Student Edition: Act. 20-22 p. 359 (CUSTOM) • Projets finaux • • Interpretive, Interpersonal, Presentational • Student Edition: Act. A-C pp. 361 (CUSTOM) • Faisons le point! • • Interpretive, Presentational: Student Edition: Act. D p. 361 (CUSTOM) • • Listening Activities and Pre-AP Speaking: Synthèse, Conversation simulée pp. 32-33 (eBOOK ACTIVITIES) • • Authentic Resources: pp. 32-37 (eBOOK ACTIVITIES) • Vocabulary Lists: Unité 6 • • Copy Masters: Act. D p. 53 • • Can-Do Statements: Unité 6 pp. 11-12 • • Pre-AP Listening Unité 6 • • Pre- AP Reading Unité 6 pp. 32-38 • • Video Activities: Rendez-vous à Nice! Episode 16 pp. 23-26 • • Flash Cards: Unité 6 • • WebQuests: Unité 6 <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<p>Unit Introduction</p> <ul style="list-style-type: none"> • Student Edition: Les arts maghrébins pp. 304-305 • Student Edition: Essential Question p. 305 • Student Edition: Rendez-vous à Nice! Episode 16 p. 305 • Student Edition: Video Question p. 305 (eBOOK ACTIVITY) • Student Edition: Culture Question p. 305 (eBOOK ACTIVITY) <p>Points de départ</p> <ul style="list-style-type: none"> • Student Edition: La Francophonie: Le Maroc p. 311 • Student Edition: La Francophonie: La bande dessinée francophone p. 312 • Workbook: Act. 7-8 p. 169 (eBOOK ACTIVITIES) Present tense of the irregular verb lire • Student Edition: Present tense of the irregular verb lire p. 314 • Student Edition: Act. 9-10 p. 315 (eBOOK ACTIVITIES) • Workbook: Act. 10-11 pp. 170-171 (eBOOK ACTIVITIES) <p>Present tense of the irregular verb écrire</p> <ul style="list-style-type: none"> • Student Edition: Present tense of the irregular verb écrire p. 316 • Student Edition: Act. 11-13 p.p. 316-317 (eBOOK ACTIVITIES) • Workbook: Act. 2-13 p. 172 (eBOOK ACTIVITIES) • Listening Activities and Pre-AP Speaking: Act. 2 p. 29 (eBOOK ACTIVITY) <p>Vocabulaire actif</p> <ul style="list-style-type: none"> • Student Edition: La musique pp. 321-322 • Student Edition: Pour la conversation p. 322 • Student Edition: Act. 1-5 pp. 323-325 (eBOOK ACTIVITIES) • Workbook: Act. 14-15 pp. 173-174 (eBOOK ACTIVITIES) • Listening Activities and Pre-AP Speaking: Act. 1 p 30 (eBOOK ACTIVITY) <p>Present tense of the iregular verb savoir</p>

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- Student Edition: Present tense of the irregular verb savoir p. 331
 - Student Edition: Act. 9-10 p. 332 (eBOOK ACTIVITIES)
 - Workbook Act. 19-20 pp. 177-178 (eBOOK ACTIVITIES)
- Present tense of the irregular verb connaître
- Student Edition: Present tense of the irregular verb connaître p. 333
 - Student Edition: Act. 11-14 pp. 334-335 (eBOOK ACTIVITIES)
 - Workbook Act. 21-22 p. 179 (eBOOK ACTIVITIES)
 - Listening Activities and Pre-AP Speaking: Act. 2 p. 30 (eBOOK ACTIVITY)
- Vocabulaire actif
- Student Edition: Les accessoires et les bijoux pp. 339-340
 - Student Edition: Pour la conversation p. 340
 - Student Edition: Act. 1-5 pp. 340-342 (eBOOK ACTIVITIES)
 - Workbook: Act. 23-25 pp. 180-181 (eBOOK ACTIVITIES)
 - Listening Activities and Pre-AP Speaking: Act. 1 p. 31 (eBOOK ACTIVITY)
- Present tense of the irregular verb recevoir
- Student Edition: Present tense of the irregular verb recevoir p. 350
 - Student Edition: Act. 12-14 pp. 350-352 (eBOOK ACTIVITIES)
 - Workbook: Act. 30-31 p. 184 (eBOOK ACTIVITIES)
- Present tense of the irregular verb ouvrir
- Student Edition: Present tense of the irregular verb ouvrir p. 352
 - Student Edition: Act. 15- p. 352 (eBOOK ACTIVITY)
 - Workbook: Act. 33-34 pp. 185-186 (eBOOK ACTIVITIES)
 - Listening Activities and Pre-AP Speaking: Act. 2 p. 31 (eBOOK ACTIVITY)

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

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Integration of Computer Science and Design Thinking NJSL 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.