

Winslow Township School District

10-12 French 2

Unit 7: En province

Overview: Summary: Unit Theme: En province

In this unit, students will compliment a host, politely refuse food, offer to clear a table, ask for news, find out someone's association with a place, ask if someone decides what to order. The students will practice grammar by using the relative pronoun "qui and "que", the partitive and "en", use interrogative pronouns, stress pronouns like "moi" and "toi". The students will make cultural connections by discussing the French region of Alsace and the region of Algeria, Normandy and the city of Rouen, Brittany and the city of Saint-Malo and youth hostels in France.

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 7</u>	7.1.IM.IPRET.2 7.1.IM.IPERS.2 7.1.IM.IPERS.4 7.1.IH.IPRET.2: 7.1.IH.IPRET.3 WIDA 1,2	<ul style="list-style-type: none"> • The students will compliment a host, politely refuse food, offer to clear a table, ask for news, find out someone’s association with a place, ask if someone decides what to order • The students will practice grammar by using the relative pronoun “qui and “que”, the partitive and “en”, use interrogative pronouns, stress pronouns like “moi” and “toi” • The students will discuss French region of Alsace and the region of Algeria, Normandy and the city of Rouen, Brittany and the city of Saint-Malo and youth hostels in France. 	<ul style="list-style-type: none"> • How do smaller communities enrich a country’s culture?
Unit 7: Enduring Understandings	<ul style="list-style-type: none"> • Food, table setting, news, associations, ordering food • Verbs and expressions; qui, que, moi and toi • Alsace, Algeria, Normandy, Rouen, Brittany and Saint-Malo 		

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Curriculum Unit 7	Performance Expectations		Pacing	
			Days	Unit Days
Unit 7: En province	7.1.IM.IPRET.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.	5	20
	7.1.IM.IPERS.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.	5	
	7.1.IM.IPERS.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.	5	
	7.1.IH.IPRET.2:	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.	2	
	7.1.IH.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one's own culture.	2	
	Assessment, Re-teach and Extension		1	

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Unit 3 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.2	Interact with others to meet personal needs in a variety of familiar situations, creating sentences and series of sentences, and asking follow-up questions.
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.2	Tell stories about everyday topics and events that occur in the community, school, and personal situations, using sentences and strings of connected sentences.
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.4	Report information found in age- and level-appropriate culturally authentic resources using sentences and strings of sentences.
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of	7.1.IH.IPRET.2:	Demonstrate comprehension of spoken and written language expressed by speakers of the target language in formal and informal settings, through appropriate responses.

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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.IH.IPRET.3</p>	<p>Compare and contrast the use of verbal and non-verbal etiquette to perform a variety of functions (e.g., persuading, offering advice) in the target culture(s) and in one’s own culture.</p>

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Unit 3 Grade 10-12

Assessment Plan

Select from the following:

Évaluation

- Student Edition: Act. A Évaluation de compréhension p. 421 (eBOOK ACTIVITY)
 - Student Edition: Act. B Évaluation orale p. 421 (PERFORMANCE)
 - Student Edition: Act. C Évaluation culturelle p. 421 (PERFORMANCE)
 - Student Edition: Act. D Évaluation écrite p. 422 (CUSTOM)
 - Student Edition: Act. E Évaluation visuelle p. 422 (PERFORMANCE)
 - Student Edition: Act. F Évaluation compréhensive p. 422 (CUSTOM)
 - Test: Unité 7
 - Integrated Performance Assessments: Unité 7: En province pp. 36-41
- Bundles: IPA
- Integrated Performance Assessment Unité 7: La cuisine

- 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"> • Vocabulary Lists: Unité 7 • • Can-Do Statements: Unité 7 pp. 13-14 • • Copy Masters Act. D pp. 61-62 • • Pre-AP Listening Unité 7 • • Pre- AP Reading Unité 7 pp. 39-45 • • Video Activities: Rendez-vous à Nice! Episode 17 pp. 27-29 • • Flash Cards: Unité 7 • • WebQuests: Unité 7 <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: En province pp. 368-369 • Student Edition: Essential Question p. 369 • Student Edition: Rendez-vous à Nice! Episode 17 p. 369 • Student Edition: Video Question p. 369 (eBOOK ACTIVITY) <p>Points de départ</p> <ul style="list-style-type: none"> • Student Edition: L'Alsace p. 376 • Student Edition: Strasbourg p. 377 • Student Edition: La Francophonie: La Kabylie p. 377 • Student Edition: Act. 7 p. 378 (eBOOK ACTIVITY) • Workbook: Act. 5-6 p. 190 (eBOOK ACTIVITIES) <p>relative pronouns qui and que</p> <ul style="list-style-type: none"> • Student Edition: The relative pronouns qui and que p. 379 • Student Edition: Act. 9-12 pp. 380-381 (eBOOK ACTIVITIES) • Workbook: Act. 7-11 pp. 191-195 (eBOOK ACTIVITIES) <p>The partitive article</p> <ul style="list-style-type: none"> • Student Edition: The partitive article p. 382 • Student Edition: Act. 13-14 p. 383 (eBOOK ACTIVITIES) • Workbook: Act. 12 p. 195 (eBOOK ACTIVITY) <p>The pronouns en</p> <ul style="list-style-type: none"> • Student Edition: The pronouns en p. 384 • Student Edition: Act. 15-16 p. 385 (eBOOK ACTIVITIES) • Listening Activities and Pre-AP Speaking: Act. 2 p. 34 (eBOOK ACTIVITY) <p>Vocabulaire actif</p> <ul style="list-style-type: none"> • Student Edition: Les régions françaises p. 389 • Student Edition: Pour la conversation p. 390 • Student Edition: Act. 1-6 pp. 389-391 (eBOOK ACTIVITIES) • Workbook: Act. 15-16 pp. 198-199 (eBOOK ACTIVITIES) • Listening Activities and Pre-AP Speaking: Act. 1 p. 35

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	<p>(eBOOK ACTIVITY) Interrogative pronouns</p> <ul style="list-style-type: none"> • Student Edition: interrogative pronouns p. 397 • Student Edition: Act. 10-14 pp. 398-399 • Workbook Act. 19-21 pp. 203-204 (eBOOK ACTIVITIES) • Workbook Act. 23 p. 205 (eBOOK ACTIVITY) • Listening Activities and Pre-AP Speaking: Act. 2 p. 35 (eBOOK ACTIVITY) <p>Vocabulaire actif</p> <ul style="list-style-type: none"> • Student Edition: À la crêperie pp. 402 • Student Edition: À l'auberge de jeunesse pp. 403 • Student Edition: Pour la conversation p. 403 • Student Edition: Act. 1-5 pp. 404-405 (eBOOK ACTIVITIES) • Workbook: Act. 24-25 pp. 206-207 (eBOOK ACTIVITIES) • Listening Activities and Pre-AP Speaking: Act. 1 p. 36 (eBOOK ACTIVITY) <p>Stress pronouns</p> <ul style="list-style-type: none"> • Student Edition: Stress pronouns p. 411 • Student Edition: Act. 12-14 p. 412 (eBOOK ACTIVITIES) • Workbook: Act. 31-34 pp. 210-212 (eBOOK ACTIVITIES) • Listening Activities and Pre-AP Speaking: Act. 2 p. 36
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/>

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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,

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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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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.