

## **Winslow Township School District**

### **9-12 French 2**

#### **Unit 8: Les Antilles**

#### **Overview: Summary: Unit Theme: Les Antilles**

In this chapter the students will be able to ask and talk about preferences, make an observation and say what I'm in charge of and express appreciation. The students will practice grammar by using the verbs "vivre" and the verb "depuis" in the present tense, the pronoun "y" and double object pronouns. The students will discuss culture such as; Guadeloupe, le Parc national de la Guadeloupe, green tourism, Martinique and the carnival, Haiti and it's struggle with independence and Haitian cuisine.

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 8</u>	7.1.IM.IPRET.1 7.1.IM.IPRET.5 7.1.IM.IPERS.1 7.1.IM.IPERS.5 7.1.IM.PRSNT.5 WIDA 1,2	<ul style="list-style-type: none"> <li>• The students will be able to ask and talk about preferences, make an observation and say what I'm in charge of and express appreciation.</li> <li>• The students will practice grammar by using the verbs "vivre" and the verb "depuis" in the present tense, the pronoun "y" and double object pronouns.</li> <li>• The students will discuss culture such as; Guadeloupe, le Parc national de la Guadeloupe, green tourism, Martinique and the carnival, Haiti and it's struggle with independence and Haitian cuisine.</li> </ul>	<ul style="list-style-type: none"> <li>• What are the benefits of encountering other cultures?</li> </ul>
<b>Unit 8:</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Preference, observations and appreciation expressions</li> <li>• Depuis, vivre, double object pronouns, pronoun Y</li> <li>• le Parc national de la Guadeloupe, green tourism, Martinique and the carnival, Haiti</li> </ul>		

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Curriculum Unit 8	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 8:</b>  <b>Les Antilles</b>	7.1.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	3	15
	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.	3	
	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.	3	
	7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.	2	
	7.1.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims	2	
	Assessment, Re-teach and Extension		2	

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Unit 8 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.IM.IPRET.1	Explain the main idea and some supporting details on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
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	7.1.IM.IPERS.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

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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.IM.PRSNT.5	When expressing viewpoints, give reasons to support the claims

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Unit 8 Grade 9-12

Assessment Plan

Graded homework • Class participation • Vocabulary quizzes • Pair/Group dialogues • Poster/PowerPoint or portfolio project Chapter test

- Alternative Assessments:
- Modified Assessments
- Heritage Learner Assessments
- ESL Assessments
- Pre-AP Assessments
- AP Assessments
- Projects
- Presentations

Resources

- Transparencies- Vocab 8.1, 8.2
- DVD Tutor, Disc 2 Tele-vocab
- Cahier de Vocabulaire et grammaire
- Interactive Tutor, Disc 2
- Textbook

**Diversity, Equity & Inclusion Educational Resources**

<https://www.nj.gov/education/standards/dei/>

Activities

Graphic and Pictorial Organizers, • Think-Pair-Share • Listening Comprehension practice • One sentence summaries • Online practice and reinforcement activities • Class discussion • Total physical response activities (TPR) (Chapter review

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#### Instructional Best Practices and Exemplars

- |   |  |
|---|--|
| 1. Identifying similarities and differences in both languages | 6. Cooperative learning                      |
| 2. Summarizing and note taking                                | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition               | 8. Generating and testing hypotheses         |
| 4. Homework and practice                                      | 9. Cues, questions, and modeling             |
| 5. Linguistic representations                                 | 10. Manage response rates, time and accuracy |

#### 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,

**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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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading</li><li><input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</li></ul> <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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**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.