

**Winslow Township School District**  
**10-12 French 3**  
**Unit 4: Préparatifs de départ**

**Overview: Summary: Unit Theme: Préparatifs de départ**

In this chapter the students will ask for opinions and respond appropriately, say what one must do and the expectations and state the want to do a different activity and tell someone to avoid injury. The students will include grammar by using the present participle and negative expressions, review “savoir” and “connaitre”, use of the subjunctive of regular and irregular verbs after il faut que and the use of the subjunctive after impersonal expressions. The students will discuss culture by talking about La Réunion, la Corse, Chamonix, le Mont Blanc and les Alpes, the Savoie reion, les classes de neige, Annecy, Saint-Martin, ski resorts and volunteer tourism in Francophone countries.

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="#">Unit 4</a>	7.1.IM.IPRET.3 7.1.IM.IPRET.4 7.1.IM.IPERS.4 7.1.IM.IPERS.5 7.1.IM.PRSNT.5 WIDA 1,2	<ul style="list-style-type: none"> <li>• The students will ask for opinions and respond appropriately, say what one must do and the expectations and state the want to do a different activity and tell someone to avoid injury.</li> <li>• The students will include grammar by using the present participle and negative expressions, review “savoir” and “connaître”, use of the subjunctive of regular and irregular verbs after il faut que and the use of the subjunctive after impersonal expressions.</li> <li>• The students will discuss culture by talking about La Réunion, la Corse, Chamonix, le Mont Blanc and les Alpes, the Savoie reion, les classes de neige, Annecy, Saint-Martin, ski resorts and volunteer tourism in Francophone countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Qu’est-ce qu’on doit connaître de sa destination pour réussir son voyage?</li> </ul>
<b>Unit 4:</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Appropriate responses, expectations and avoiding injury</li> <li>• Present participle, negative expressions, review “savoir” and “connaître”, use of the subjunctive of regular and irregular verbs after il faut que and the use of the subjunctive after impersonal expressions</li> <li>• La Réunion, la Corse, Chamonix, le Mont Blanc and les Alpes, the Savoie reion, les classes de neige, Annecy, Saint-Martin, ski resorts and volunteer tourism in Francophone countries.</li> </ul>		

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Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 4:</b>  <b>Préparatifs de départ</b>	7.1.IM.IPRET.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.	5	22
	7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.	5	
	7.1.IM.IPERS.4	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations.	5	
	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 4 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.3	React to oral and written instructions connected to daily activities and to some unfamiliar situations through oral and/or physical responses.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.IM.IPRET.4	Recognize the use of verbal and non-verbal etiquette (i.e., gestures, intonation, and cultural practices) in the target culture(s) to determine the meaning of a message.
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	Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar 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.5	Initiate, maintain, and end a conversation using appropriate target language expressions and sentences.

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<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.5</p>	<p>When expressing viewpoints, give reasons to support the claims.</p>
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**Unit 4 Grade 10-12**

**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>• French 2: Chapitre 4, Vocabulaire 1 worksheets</li><li>• French 2: Chapitre 4, Grammaire 1 worksheets</li><li>• Chapitre 4 Test</li><li>• Computer Project</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>• French 2: pages 118-125</li> <li>• French 2: DVD Tutor, Tele Vocab 1 and Grammavision 1.1 &amp; 1.2</li> <li>• French 2: Audio CD tracks</li> <li>• French 2: Chapitre 4, Vocabulaire 1 worksheets</li> <li>• French 2: Chapitre 4, Grammaire 1 worksheets</li> <li>• French 2: Grammar Tutor, Chapitre 4 worksheets notes worksheets</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>	<p>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</p>
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> <li>1. Identifying similarities and differences in both languages</li> <li>2. Summarizing and note taking</li> <li>3. Reinforcing effort and providing recognition</li> <li>4. Homework and practice</li> <li>5. Linguistic representations</li> </ol>	<ol style="list-style-type: none"> <li>6. Cooperative learning</li> <li>7. Setting objectives and providing feedback</li> <li>8. Generating and testing hypotheses</li> <li>9. Cues, questions, and modeling</li> <li>10. Manage response rates, time and accuracy</li> </ol>

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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

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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</li> <li><input type="checkbox"/> Speaking</li> <li><input type="checkbox"/> Reading</li> <li><input type="checkbox"/> Writing</li> <li><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.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**NJSLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJSLSA.W5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach

**W.11-12.6.** Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**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.

**6.1.12.HistoryUP.5.a:** Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

**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.

**8.2.12.ITH.1:** Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.