

## Winslow Township School District

### 11-12 French 4

### Unit 6: L'esthétique

#### **Overview: Summary: Unit Theme: L'esthétique**

In this chapter the students will discuss in lesson A Le beau, Le passé simple. Les deux systèmes du passé : récit littéraire et récit familial. In lesson B Les arts littéraires, Le point sur l'article : articles définis, indéfinis, partitifs. L'absence d'article. In lesson C L'architecture, Les prépositions. La place de l'adjectif.

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="#"><u>Unit 6</u></a>	7.1.AL.IPRET.3 7.1.AL.IPRET.5 7.1.AL.IPRET.6 7.1.AL.IPERS.3 7.1.AL.PRSNT.5  WIDA 1,2	<ul style="list-style-type: none"> <li>• A: Le beau, Le passé simple. Les deux systèmes du passé : récit littéraire et récit familial.</li> <li>• B: Les arts littéraires, Le point sur l'article : articles définis, indéfinis, partitifs. L'absence d'article.</li> <li>• C: L'architecture, Les prépositions. La place de l'adjectif.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment les canons de la beauté féminine évoluent-ils ?</li> <li>• Comment les expériences personnelles nourrissent-elles l'art ?</li> </ul>
<b>Unit 6:</b> <i>Enduring Understandings</i>	<ul style="list-style-type: none"> <li>• Le beau, Les arts littéraires, L'architecture</li> <li>• Le passé simple. Les deux systèmes du passé : récit littéraire et récit familial, Le point sur l'article : articles définis, indéfinis, partitifs. L'absence d'article, Les prépositions. La place de l'adjectif.</li> </ul>		<ul style="list-style-type: none"> <li>• En quoi l'architecture assume-t-elle un double rôle : refléter l'environnement culturel et en même temps le faire bouger ?</li> </ul>

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Curriculum Unit 6	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 6:</b>  <b>L'esthétique</b>	7.1.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.	5	30
	7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.	5	
	7.1.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.	5	
	7.1.AL.IPERS.3	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.	5	
	7.1.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.	5	
	Assessment, Re-teach and Extension			

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Unit 6 Grade 11-12		
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.AL.IPRET.3	Analyze the use of verbal and non-verbal etiquette in the target culture(s) and in one's own culture to develop an understanding of how cultural perspectives are reflected in cultural products and cultural practices.
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	7.1.AL.IPRET.5	Analyze a literary or informational text including theme, author's purpose and tone, inferences.
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.AL.IPRET.6	Analyze a radio/television program, movie, or podcast for theme, purpose and tone, and inferences.
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	7.1.AL.IPERS.3	Maintain conversations by comparing and contrasting preferences, opinions, and advice using paragraph-level speech and writing across major time frames.

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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.AL.PRSNT.5	Compare and contrast the structural elements and/or cultural perspectives found in culturally authentic materials with those found in selections in English.

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**Unit 6 Grade:11-12**

**Assessment Plan**

- 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
- Bien Dit: French 3: Chapitre 6, Vocabulaire 1 worksheets
- Bien Dit: French 3: Chapitre 6, Grammaire 1 worksheets
- verb chart
- sentence manipulation activity
- Chapitre 6 Test

- 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"> <li>• French 4: DVD Tutor, Tele Vocab 1 and Grammavision 1.1 &amp; 1.2</li> <li>• French 4: Audio CD tracks</li> <li>• French 4: Chapitre 6, Vocabulaire 1 worksheets</li> <li>• French 4: Chapitre 6, Grammaire 1 worksheets</li> <li>• French 4: Grammar Tutor, Chapitre 6 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>	<ul style="list-style-type: none"> <li>• Activities have students read, write, and discuss complex texts and cultural concepts, with great emphasis placed on reading and writing in the AP/IB format. They are prompted to communicate through thought-provoking questions that require critical thinking.</li> <li>• Tackle complex questions of defining culture, language, identity, and make all three work together. Complete activities based on authentic excerpts of literature and music to add to discussion and multiple perspectives.</li> <li>• Make and answer questions and explore their own culture and language and discover the French language and culture.</li> <li>• Include grammar concepts and awareness of the complex structures of French in order to communicate about rich topics in pairs, groups and presentations.</li> </ul>
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).

**9.1.12.EG.5:** Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

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</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.

**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.