Unit 5: Vacation & Travel

Content Area: **World Languages**
Course(s): **French 3 CP**
Time Period: **March**
Length: **15 blocks**
Status: **Published**

Enduring Understandings

Travel in Europe differs from travel in the US

European countries are closer to one another

Frances geography is very diverse.

Essential Questions

What do young French people like to do during the summer vacation and where do they go?

How would you handle getting lost?

How do you determine when and how much leisure time you have?

How, where, and with whom do you spend leisure time?

How does traveling to other countries affect our world view, our view of ourselves, and our view of others?

What are the requirements for international air travel?

How do international time zones affect air travel?

How does train travel differ in France and the US?

What is the significance of the locations of the train stations in Paris?

How does the number of train stations in Paris vs NYC reflect the role of train travel in Europe vs. the US?

Content

L'usage des prépositions avec les noms de pays

Les verbes RECEVOIR et APERCEVOIR

La construction verbe + infinitif

Le future: formation régulière

Futurs irréguliers (aller, avoir, être, faire, voir)

L’usage de future dans les phrases avec si

L’usage de future après quand

D’autres futures irréguliers (savoir, devoir, recevoir, apercevoir, venir, revenir, devenir, vouloir, envoyer, pouvoir)

Review: l’imparfait

Le Conditionnel: formation

Le conditionnel de politesse

Le conditionnel dans les phrases avec si

Vocabulary: les vacances, les voyages à l’étranger, à la gare et à l’aéroport, verbes suivis de l’infinitif

Skills

Student will be able to:

Plan a camping trip

Describe your vacation plans

Travel by train or plane

Name many countries or the world

Talk about your plans

Tell what you will do in the future

Discuss what you would do in a variety of circumstances

Resources

Text book, "Discovering French Rouge" Valette and Valette

-L’usage des prépositions avec les noms de pays

-Les verbes RECEVOIR et APERCEVOIR

-La construction verbe + infinitif

-Le future: formation régulière

-Futurs irréguliers (aller, avoir, être, faire, voir)

-L'usage de future dans les phrases avec si

-L'usage de future après quand

-D'autres futures irréguliers (savoir, devoir, recevoir, apercevoir, venir, revenir, devenir, vouloir, envoyer, pouvoir)

-Review: l'imparfait

-Le Conditionnel: formation

-Le conditionnel de politesse

-Le conditionnel dans les phrases avec si

-les vacances, les voyages à l'étranger, à la gare et à l'aéroport, verbes suivis de l'infinitif

Google Classroom

Google Slides

Google Docs

Chromebooks

Document Camera

YouTube

Maps

Twitter

Student Notebooks

Standards

WL.7.1.NH.A.1	Recognize familiar words and phrases, understand the main idea, and infer the meaning of some highly contextualized, unfamiliar spoken or written words in culturally authentic materials using electronic information and other sources related to targeted themes.
WL.7.1.NH.A.2	Demonstrate comprehension of a series of oral and written directions, commands, and

	requests through appropriate physical response.
WL.7.1.NH.A.3	Recognize some common gestures and cultural practices associated with target culture(s).
WL.7.1.NH.A.4	Identify people, places, objects, and activities in daily life based on oral or written descriptions.
WL.7.1.NH.A.5	Demonstrate comprehension of short conversations and brief written messages on familiar topics.
WL.7.1.NH.A.6	Reserved This Indicator has been subsumed by Indicator 1 in this strand. In order to keep numbering consistent with the previous version of the CCCS for world languages, this Indicator is listed as reserved.
WL.7.1.NH.A.7	Occasionally infer the meaning of a few unfamiliar words in highly contextualized situations.
WL.7.1.NH.A.8	Identify some unique linguistic elements in English and the target language.
WL.7.1.NH.B.1	Use digital tools to exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes.
WL.7.1.NH.B.2	Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities.
WL.7.1.NH.B.3	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.7.1.NH.B.5	Converse on a variety of familiar topics and/or topics studied in other content areas.
WL.7.1.NH.C.1	Recombine basic information at the word and sentence level related to self and targeted themes to create a multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.NH.C.2	Create and present brief messages, poems, rhymes, songs, short plays, or role - plays using familiar vocabulary orally or in writing.
WL.7.1.NH.C.3	Describe in writing people and things from the home and school environment.
WL.7.1.NH.C.4	Tell or retell stories from age - and level - appropriate, culturally authentic materials orally or in writing.
WL.7.1.NH.C.5	Tell or write about cultural products associated with the tar get culture(s) and identify how the products and practices are derived from the cultural perspectives.