

Unit 1: All About me Vacances

Content Area: **World Language**
Course(s): **French IV Honors**
Time Period: **4 weeks**
Length: **4 weeks**
Status: **Published**

Unit Overview

In Unit 1, students will review the past tense (both the passe compose and the imparfait) to describe their summer vacation. This will lead to introducing additional vocabulary on traveling and activities planned during time off. Students will transition from review to learning new vocabulary and grammar concepts having to do with travel.

Transfer

By the end of Unit 1 Students will be able to:

1. Recall information on the passe compose and the imparfait.
 2. Identify vacation related vocabulary.
 3. Identify the differences between how French speakers vacation and how Americans vacation.
 4. Identify where in France can be used as a vacation destination.
 5. Talk and write about your dream vacation and nightmare vacation.
 6. Describe how and how much you spent getting to your vacation destination.
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Meaning

Understandings

Students will understand that...

1. Using the past tense and the imparfait is important to recount stories and narratives.
2. Describing a vacation requires both past tenses, adjectives, sequencing activities and descriptions of people.
3. Costs of things such as hotel, fuel and commodities dictate prices of vacations.
4. People vacation differently in other parts of the world.

Essential Questions

Students will keep considering...

1. How do Europeans spend their summer vacations? How does this compare with American trends?
2. What challenges are there for vacationers around the world?
3. How can I become a better traveler?
4. What strategies can I develop to increase my accuracy in speaking French about past and future events? Why is this important?

Application of Knowledge and Skill

Students will know...

Students will know...

1. how to ask questions and respond to another student about their vacation
2. vocabulary of the topic and related activities
3. about European destinations
4. about how the cost of fuel dictates destinations
5. how to address letters/emails to hotels/etc in search of information about said place, destination, etc

Students will be skilled at...

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1. conducting an interview using target language
2. knowing the difference between trends for vacations in NJ and French speaking countries
3. expressing information on past and future vacation destinations
4. compare European countries to US states a destination like French Riviera to the Jersey Shore
5. looking at vacation problems and grouping problems according to vacation impact

Academic Vocabulary

Students will make a list of 50-70 verbs to talk about vacations and be able to ask/respond to questions about traveling.

List of verbs/associated vocabulary will be attached as created.

Target 2

1. Explain a vacation using vocabulary in multiple tenses.
2. Diagram similarities and differences between American and French vacation destinations.
3. Asking and responding to questions about vacation and traveling.

Target 3

1. Analyze the importance of learning another language in a global community.
2. Compare/contrast the difference between traveling in Europe and traveling in the U.S.A.
3. Narrate an experience in the past and future.

Summative Assessment

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

21st Century Life and Careers

Select all applicable standards from the applicable standards

Formative Assessment and Performance Opportunities

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Role play
9. Question and answer

10. Choral response
11. Teacher observation
12. Creating and practicing dialogues.

Differentiation/Enrichment

Differentiation / Enrichment



DIFFERENTIATION:

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

ENRICHMENT:

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

Unit Resources

1. Textbook - T'es Branche 1 (Print and online)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts