

# Unit 02: En vacances

Content Area:

Course(s):

Time Period: **Year**

Length: **180**

Status: **Published**

## Unit 2

<b>Unit Title:</b>	<b>En Vacances: Comment se débrouiller en voyage?</b> <ul style="list-style-type: none"><li>• Mes vacances idéales</li><li>• En avion et en train</li><li>• A l'hôtel</li><li>• Les monuments à Paris</li></ul>
<b>Suggested Duration:</b>	<b>10 weeks</b>

## Interdisciplinary Connections

Interdisciplinary Connections
<b>Reading and Writing Companion Standards for History, Social Studies, Science and Technical Subjects</b> <ul style="list-style-type: none"><li>▪ <a href="#">Grades 9-10</a></li><li>▪ <a href="#">Grades 11-12</a></li></ul>
<b>Math Practices:</b> <a href="https://www.nj.gov/education/standards/math/Index.shtml">https://www.nj.gov/education/standards/math/Index.shtml</a>
<b>Science Practices:</b> <a href="https://www.nj.gov/education/standards/science/Index.shtml">https://www.nj.gov/education/standards/science/Index.shtml</a>
Find and paste appropriate <u>Companion Standards or Practices</u> here.

Sociology: Compare and contrast cultures.

Geography: Places visited

## Technology Integration

## Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.

Internet websites:

1. Sur Lepointdufle <https://www.lepointdufle.net/>
2. Estudiodefrances.com: [http://www.estudiodefrances.com/?page\\_id=9](http://www.estudiodefrances.com/?page_id=9)
3. Podcastfrançaisfacile <https://www.podcastfrançaisfacile.com/>
4. Tolearnfrench.com <https://www.tolearnfrench.com/lessons/dialogues.php>
5. Laits.utexas <http://www.laits.utexas.edu/fi/html/toc/00.html>
6. Francebienvenue explications sur la langue avec des dialogues <https://francebienvenue1.wordpress.com/le-francais/>
7. Françaisfacile.com [https://www.françaisfacile.com/cgi2/myexam/liaison.php?liaison=\\_dialogue\\_](https://www.françaisfacile.com/cgi2/myexam/liaison.php?liaison=_dialogue_)
8. Frank Sprog <https://www.franksprog.dk/>
9. Gabfle <http://gabfle.blogspot.com/>
10. Audio Lingua ( tous les thèmes short recordings <https://www.audio-lingua.eu/spip.php?page=themes>
11. Lingua.com ( textes for beginners) <https://lingua.com/french/reading/>
12. Schoolshape <https://french-resources.org/>
13. Apprendre le français avec TV5 <http://apprendre.tv5monde.com/>
14. Niveau avancé voyages en français <http://voyagesenfrançais.fr/?lang=fr#.WuD4RsiUvIU>
15. Le baobab bleu <https://lebaobabbleu.com/>
16. Vocabulaire French and English subtitles
17. <https://www.youtube.com/watch?v=200ju9pB-PU&t=6s>
18. Dialogue French and English with subtitles 123dialogues.com <https://www.youtube.com/watch?v=MSz1NR3C6nY&t=22s>
19. C'est à toi on CD rom
20. Dictionary/sound and image : listening and speaking <http://www.languageguide.org/french/vocabulary/>

21. CCubeAcademy <https://www.youtube.com/watch?v=fflhkR8OnWA>
22. Dialogues français : <https://www.youtube.com/watch?v=GakhqWvmcIc>
23. Dialogues français: <https://www.youtube.com/channel/UCfrds0-hPh8ItztSxuwHKAA>
24. Dialogues français : tolearnFrench list : <https://www.tolearnfrench.com/lessons/dialogues.php>
25. Languages online ( textbook and exercise)  
<https://www.languagesonline.org.uk/Hotpotatoes/frenchindex.html>
26. Français avec Pierre
27. <http://fleuh.fr/> (comprehension écrite orale grammaire et vocab tous les niveaux)
28. Des Thèmes en lien avec la littérature <https://littefle.wordpress.com/category/a1/>

## **Standard(s) Addressed**

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**Standard 7 World Languages**

**Standard 8 Computer Science and Design Thinking**

**Standard 9 Career Readiness, Life Literacies, and Key Skills**

FL.IM.7.1.IM.IPERS	Interpersonal Mode of Communication
FL.IM.7.1.IM.IPRET	Interpretive Mode of Communication
FL.IM.7.1.IM.PRSNT	Presentational Mode of Communication
WL.IH.7.1.IH.IPERS	Interpersonal Mode of Communication
WL.IH.7.1.IH.IPRET	Interpretive Mode of Communication
WL.IH.7.1.IH.PRSNT	Presentational Mode of Communication

## **STAGE I Desired Results**

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<b>STAGE I Desired Results</b>
<b><i>Objective (Transfer)</i></b>
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Express need and ask for assistance during travel.</li> <li>• Complain and express dissatisfaction during travel.</li> </ul>

- Ask/give information during travel.
- Problem-solving during travel.
- Compare and contrast cultures.

### **Mastery**

#### Big Ideas/Enduring Understanding

*Students will understand that...*

- Communication is the ability to understand and be understood in real world contexts.
- Language and culture are mutually independent.
- Learning languages provides connections to additional bodies of knowledge.
- Learning languages allows students to realize there are multiple ways of viewing the world.
- Language students have the ability to participate in multilingual communities.

#### Essential Questions

- What are the benefits of international travel?
- Why is it important to be able to express yourself in the target Language?
- How does the history of a country tell about the people and their identity

### **Acquisition**

*Students will know . . .*

- **Key vocabulary related to reserving a hotel room and complaining/ show dissatisfaction about the room** such as; *adresse, numéro de téléphone, chambre, lits (grands, jumeaux), climatisation, vue, supplément, compris, réception, réserver au nom de, régler, pension complète, demi-pension, le prix de la chambre, réserver du ...au, ne marche pas, prendre possession de la chambre, libérer la chambre, activités culturelles guidées, hôtel à cinq étoiles, le michelin*

*Students will be skilled at . . .*

- Describe the advantages and inconveniences of a past voyage (good and bad) based on personal experiences.
- Express ideas and suggestions on how the problems could have been solved at the time.

*vert, une chambre d'hôte, une auberge de jeunesse, un gîte, une carte bancaire (carte de crédit), de l'argent liquide, remplir une fiche de commande, commander le petit déjeuner au lit (à la chambre), le porteur, l'ascenseur ...*

• **Key vocabulary related to airports and trains**

*such as : l'agent de voyage, la compagnie, le comptoir, le contrôle de sécurité, la douane, l'immigration, le passager, le billet d'avion, la valise, faire enregistrer les valises, mettre l'étiquette, le siège côté fenêtre ou couloir, l'escalier, la déclaration, le tableau des arrivées et des départs, atterrir, décoller, la porte d'embarquement, indiquer, le bureau de renseignement, un guichet, composer le billet, une bouche de métro, le plan de métro, le tarif, un carnet de dix tickets, la carte visite, la carte orange, le quai, la voie numéro, descendre/monter dans le métro, la sortie, les panneaux, etc..*

• **Key vocabulary related to sightseeing, visiting places and monuments,**

*such as : visiter, regarder la vue, monter en haut, prendre le bateau, la place, la plage, le fleuve, la basilique, l'église, la cathédrale, la tour, le musée, le parc, le zoo, l'avenue, la rue, l'arche, le défilé, les visites spéciales, le cimetière, la statue, les monuments, le drugstore, les souvenirs, se promener, s'amuser, se souvenir de...*

• **Review key vocabulary related to directions such as ; se trouve dans, l'arrondissement, à gauche de/à droite de, sur la rive gauche, sur la rive droite, devant, juste en face de, à côté de, Nord, Sud, Est, Ouest...**

• **Review prepositions before cities /countries and dates** such as; *en 1789,*

- Sequence events when talking about their voyage.
- Ask about specific details.
- Contact the police, the American Embassy or the emergency in case of accidents, danger or loss of possessions.
- Ask for assistance in an airport or train station.
- Ask for assistance and for directions in a town.
- Use the subjunctive after expressions of wish and desire, doubt and disappointment.
- Use the present of the conditional to express politeness.
- Use the imparfait with the passé composé.
- Use the present participle of regular and irregular verbs.
- Use new negative expressions.
- Use the indefinite adjectives and pronouns.
- Use the demonstrative, possessive and interrogative pronouns.

*au dix-huitième siècle, à Paris, en France, au Maroc, aux États-Unis, dans le NJ ...*

- **The conjunction of subordinations** such as ; *quoique, dont, à moins que...*
- **The present of the subjunctive mood after expressions of wish and doubt.**
- **The present of the conditional mood to express politeness.**
- **The present participle of regular and irregular verbs.**
- **The indefinite adjectives and pronouns.**
- **The demonstrative, possessive and interrogative pronouns.**
- **All negative expressions** such as ; *ni... ni...ne ; aucun...ne ; personne ne, rien ne, ne ...que, ne ...guère, ne...point...*

## STAGE II Assessment Evidence

STAGE II Assessment Evidence	
Practice	Assessments

**Interpretive: Choice of 3 or more assessments from list**

- Reading comprehension of written material. Answering questions of multiple choices.

**Assessment #1**

presentational : structure of prepositions before transportations/ cities/countries.  
Conditional tense : your ideal vacation

[https://docs.google.com/document/d/1ICLsABnSNIL0qXIP\\_188ugTbOwu4xHoA8uzNhEUdaZw/edit](https://docs.google.com/document/d/1ICLsABnSNIL0qXIP_188ugTbOwu4xHoA8uzNhEUdaZw/edit)

Summary of story of Mme R, ideal trip and vocabulary on class readings

<https://docs.google.com/document/d/1v1Y0AYW-9wVnIqVS5-PMxp5W8ASeFfcPfdMzk31Lnlk/edit>

- Listening comprehension and answering multiple choice questions (songs, short texts, storybooks, short scenarios using authentic realia

**Assessment #2 à la station de métro**

presentational : Writing and reading comp of a train ticket

<https://docs.google.com/document/d/1JW4EvZfv5BlesajeTYv3H-mbrISb0DffapQxYZ1x3M/edit>

**Assessment #3**

listening comp : à la gare/ à l'aéroport ( en voyage)

**Student copy ( no audio available to student)**

<https://www.liveworksheets.com/c?a=s&g=HS&s=french%204&t=pk5g04onaox&m=n&e=n&sr=n&is=y&ia=y&l=fk&i=unzduc&r=vv&db=0&f=dzduzfut&cd=phc8b29jldjmllicexlgnxzkyy2ngnxgexz>

from  
online  
resources,  
textbooks,  
and  
scholastic  
magazines)

### Teacher's copy

[https://docs.google.com/document/d/1ouYzfg6rnKPWA86lTwkzFkbSMk3CzE\\_Te8P8AtzWK7Q/edit](https://docs.google.com/document/d/1ouYzfg6rnKPWA86lTwkzFkbSMk3CzE_Te8P8AtzWK7Q/edit)

### Assessment # 4

**Listening : à la gare** (teacher's copy)

- Exit slips.

<https://docs.google.com/document/d/1SM213O5JNvAGICS2g2eW07cMGmDqHRnI5QnIYx-ab9Y/edit>

### Students copy

[https://docs.google.com/document/d/1Cis0wEmlyLi\\_TZF6UyZ3jK1G7McVdclkv93ll-3sXo0/edit](https://docs.google.com/document/d/1Cis0wEmlyLi_TZF6UyZ3jK1G7McVdclkv93ll-3sXo0/edit)

- Interactive exercises between teacher/students and student/student using whiteboards, games, and teacher created worksheets.

### Assessment # 5

listening comp : à l'hôtel

### Students' copy

<https://www.liveworksheets.com/c?a=s&g=HS&s=french%204&t=pk5g04onaox&m=n&e=n&sr=n&l=pf&i=unoodft&r=fl&db=0&f=dzduzxn&cd=phc8b29jldjmlhexljneza2ngnxgmgl>

### Teacher's copy

<https://docs.google.com/document/d/16J8Mc-6tbr4xqYgBxEzvNGQtPBOPBN3G8qJwvVBa7Bw/edit?usp=sharing>

### Assessment # 6 :

- Week

**Presentational - project**

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Les monuments à Paris

[https://docs.google.com/document/d/1rc2AcaTI7Bp-6\\_Qcom7kzonAXJfOQ5o-GVSfykWGhcc/edit](https://docs.google.com/document/d/1rc2AcaTI7Bp-6_Qcom7kzonAXJfOQ5o-GVSfykWGhcc/edit)

**Assessment # 7:**

Written evaluation about the monuments in Paris

**Les monuments à Paris**

[https://docs.google.com/document/d/1AhKmL3yIW8yZiFX0V2\\_h7VdlZj6bqAkZXtI1dF7LTWk/edit](https://docs.google.com/document/d/1AhKmL3yIW8yZiFX0V2_h7VdlZj6bqAkZXtI1dF7LTWk/edit)

**Assessment # 8 interpersonal:**

Discuss a voyage in general and travel, questions on the monuments in Paris, meaning and dates of La Toussaint, le jour des morts, l'Armistice

[https://docs.google.com/document/d/1s\\_aFAqvfcLCYBdubcO2-h9F8UpYHJLztydGHQharWfE/edit](https://docs.google.com/document/d/1s_aFAqvfcLCYBdubcO2-h9F8UpYHJLztydGHQharWfE/edit)

**Assessment #9 vocabulaire : aéroport**

**Presentation al:**

**Assessment #10: en voyage ( listening comp)**

- Reading/listening comprehension and

**Student's copy**

<https://docs.google.com/document/d/1z2IVuy1O00ZDbk2Gkwdln8uZ5QEImjYhVCclhGotcb4/edit>

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**Teacher's copy**

[https://docs.google.com/document/d/1rCkg6fXpphtTprfbOAgkdkaD5dVXOyp\\_kFs5REAKPSE/edit](https://docs.google.com/document/d/1rCkg6fXpphtTprfbOAgkdkaD5dVXOyp_kFs5REAKPSE/edit)

**Assessment COD COI STRESS Y EN**

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- Paired activities to rehearse vocabulary/sentences and structure using given directions.

- Pictures prompted activities.

- Exit slip

### Modifications

How are the evaluations/assessments modified/accelerated? (i.e.: alternate assessment)

Other Evidence:

- Read in various dialogues from textbooks and magazines.
- Use powerpoint to practice learned vocabulary and language functions.
- Computer lab activities for research.
- Read and discuss cultural aspects.
- Watch school appropriate mini dialogues on YouTube.
- Complete liveworksheets
- Record themselves in Flipgrid

- Compete with classmates using Quizlet Live
- Interact in small groups in classroom or in Breakout room in Google Meet

## STAGE III Learning Plan

### STAGE III Learning Plan

#### Organize plan by weeks

#### Week 1: Introduce the new theme on travel. Read en route pour les vacances d'été

- Class discussions about vacations to review key vocabulary taught in past years:

Complete a crossword on vacation from scholastic magazine:

<https://drive.google.com/open?id=0B83fUHNfeQf2bWkwUkk1cXQyUDg&authuser=0>

Complete mixed-up sentences : à l'office du tourisme from schoolshape website

<https://schoolshape.com/worksheet/00000000-0000-2775-0000-000000002775/answer/c72c8d64-7456-44e0-b96e-4e80eae3d0f>

Complete allô vacances from scholastic:

<https://drive.google.com/open?id=0B83fUHNfeQf2NGJGVzNPd2xnOTA&authuser=0>

Listening activity:

<https://french-resources.org/level/intermediate/worksheet/1224>

- Write and describe a family trip using a guide:

<https://drive.google.com/open?id=1Dk5GuW1OksGmZjOxrEFwgv1twTEBUPqdrbUM069epAU&authuser=0>

- Which vacations are for you ?petit test

<https://blog.yescapa.fr/blog/2014/01/15/quelles-vacances-sont-faites-pour-vous/>

- Read article and discuss my ideal vacations: mes vacances idéales:

<https://drive.google.com/open?id=1gPQ7UfBRJyUHXu9CUR9zqWpK6hWuQNA1WEMI07c5UP8&authuser=0>

## **Week 2: En route pour les vacances . Vacances idéales ( Sebastien et Maude). Conditionnel présent .**

- Story : en route pour les vacances d'été

<https://www.youtube.com/watch?v=1mD2yNEuS2E>

Vocabulaire:

[https://docs.google.com/document/d/1IX6olfvvJaWnkzyLaReP8Bt85siW7WIZvp3FYqZWKhW/edit?usp=drive\\_web&authuser=0](https://docs.google.com/document/d/1IX6olfvvJaWnkzyLaReP8Bt85siW7WIZvp3FYqZWKhW/edit?usp=drive_web&authuser=0)

- Rubric for a writing task to describe a vacation and re-use the vocab from the reading of En route pour les vacances d'été

[https://docs.google.com/document/d/1uYMOhGsvrSHKv4NyslnBU2eapogeH4VOb5iFGDL\\_HRY/edit](https://docs.google.com/document/d/1uYMOhGsvrSHKv4NyslnBU2eapogeH4VOb5iFGDL_HRY/edit)

- Guided list to use when describing personal vacation

<https://docs.google.com/document/d/1Dk5GuW1OksGmZjOxrEFwgv1twTEBUPqdrbUM069epAU/edit>

- Mes vacances idéales : scholastic magazine : Sebastien et Maude

[https://drive.google.com/open?id=1cotpmCmWCj0ZzpY9d0i\\_hKq8LVpaHuJb&authuser=0](https://drive.google.com/open?id=1cotpmCmWCj0ZzpY9d0i_hKq8LVpaHuJb&authuser=0)

## **Week 3: Reading of the story of Mme R. Introduce the future tense . Predict the ending . Comparative of nouns and of adjectives.**

- [key notes of new vocabulary : Mme R \( chapter 1-4\)](#)
- [Comparative practice of nouns and adjectives](#)
- Learn how to conjugate the verbs in future and conditional tense

**Week 4: read the last chapter of the story. Introduce the conditional and compare with future tense . Practice Si statements with future and conditional tenses Assessment**

• Mme R : last chapter # 5

• Lyrics and song of Et si tu n'existais pas:

<https://docs.google.com/document/d/1SKr3fheoLchnFd6oyVLRbB5ZuPoCBtRCo8EoinF0014/edit>

• **Liveworksheet : le conditionnel present:**

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=th&i=odczdf&r=hy&db=0&f=dzdduuzt&cd=knlizwjnkgnwi2ngnxxgzpidx>

• **Si + imparfait = conditionnel : liveworksheet**

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=qo&i=tuuxscd&r=tn&db=0&f=dzdduuzt&cd=knlitjzxxmpknzl2ngnxxgzpidx>

**Assessment: vocabulary on ideal trip and story of Mme R**

**Week 5 :la Francophonie - La semaine nationale du français ( trivia and exercices for games) Les fêtes: La Toussaint/ le jour des morts ( NJEA convention week)**

**Week 6: “En avion à l'aéroport”: Introducing airport vocabulary.**

**Pwpt**

[https://drive.google.com/open?id=1P8cxMe3u2hEmuGv7qObPb1BTIzcyAcK\\_eiMDYmUwt0A&authuser](https://drive.google.com/open?id=1P8cxMe3u2hEmuGv7qObPb1BTIzcyAcK_eiMDYmUwt0A&authuser)

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- Student /teacher conversation and interactivity during the pwpt.
- Discuss how to book an airplane ticket and go over the steps.

- Discuss and explain procedures in and out of an airport.

### **Quizlet set :**

<https://quizlet.com/647340586/a-laeroport-flash-cards/?i=oyeg&x=1qqW>

### **Week 7: airport and Thanksgiving**

- Practice listening and reading dialogues and completing mini exercises :( c'est à toi textbook)

<https://drive.google.com/open?id=1Hj0mYRqJFKvvaG5D-xg8ZWI1oOm2tnx-&authuser=0>

- Exercice à l'écoute based on conversation in c'est à toi ( CD)

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=cz&i=uosftss&r=la&db=0&f=dzdduuuo&cd=knlikgxjpezppad2ngnxxxjpixg>

- Exercice de vocabulaire à l'écrit : c'est a toi : crosswords and fill in the blank

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=qd&i=uooxcxc&r=mi&db=0&f=dzdduuuo&cd=knlitnxjjmkmkvo2ngnxxxjpixg>

### **Extensions**

Description des vignettes à l'aéroport

<https://drive.google.com/open?id=1YWff4ADfKae6PFpPxaiApSJ7o7nz1Ddo&authuser=0>

- Role play situations /describe their first trip by plane

[https://drive.google.com/open?id=1OgZAP1JoTQlcn\\_R0FgZ1mOiD14thwpfOfLNmF2hROmY&authuser=0](https://drive.google.com/open?id=1OgZAP1JoTQlcn_R0FgZ1mOiD14thwpfOfLNmF2hROmY&authuser=0)

- Explain how to fill out a “lost baggage” at an airport. (c'est à toi)

### **Week 8: airport , assessment and at the train station**

**Assessment :**

**Students copy**

**Teacher's copy**

- Introduce the train station vocabulary. Pwpt

<https://drive.google.com/open?id=1uY4lxEqB3Oj4YXEHyWDzVSCO2UZfZriy34Sdq0dLX2Y&authuser=0>

- Establish a comparative table of vocabulary and procedures in an airport and a train station/subway.

[https://drive.google.com/open?id=1LtU4e9xzD3hrXDskM\\_7o1g0yse36KYd-39PJ5ZLt-xo&authuser=0](https://drive.google.com/open?id=1LtU4e9xzD3hrXDskM_7o1g0yse36KYd-39PJ5ZLt-xo&authuser=0)

Liveworksheet ( table of comparison ) :

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=tn&i=uunuczo&r=zv&db=2&f=dzdduutz&cd=knlizlxxlxkgigy5ngnnxxzgpixg>

- Listening comprehension : C'est à toi

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=tp&i=uonfcff&r=jv&db=0&f=dzddudzu&cd=knlizhxjlekeeqy2ngnnxngxpixg>

- Listening comprehension : à la gare

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=hb&i=udznosx&r=gm&db=0&f=dzdduutz&cd=knliwfxngljpmbv2ngnnxxzgpixg>

Listening comprehension : acheter un billet de train ( podcastfrançaisfacile)

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&im=n&ms=uz&af=sy&l=rt&i=udznuxu&r=xy&db=0&f=dzdduutz&cd=knlielszxnglxmxi2ngnnxxzgpixg>

À la gare ( le conditionnel present )

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=fn&i=tunudff&r=zy&db=0&f=dzdduutz&cd=knlielzxlxneegi2ngnnxxzgpixg>

- Quizlet set :à la gare

<https://quizlet.com/652636682/a-la-gare-flash-cards/>

### **Week 9 : le métro parisien et comparaison entre le train et l'aéroport**

- Review reflexive verbs, direct and indirect pronouns ( reading c'est à toi- un voyage au Canada)
- Listening comprehension : un voyage en Amérique du Sud

### **Week 7: compare Train station to airport**

- Cultural note on metro stations in Paris. Read article from scholastic magazine:

<https://drive.google.com/open?id=1N4QF4BMS26pOrt9ESYEuSsP8VShfK5Uk&authuser=0>

- Learn all about the subway system in Paris and discover some stations. Pwpt :

<https://drive.google.com/open?id=1jZdjLUoCL-hJ18jawg34EcoNQLRaf8TP&authuser=0>

- Learn how to read a metro map and purchase the different tickets in Paris.

<https://drive.google.com/open?id=1-ia68Rowiw3VpNKK7bi0N41CF5QunMmk3McOffeQ054&authuser=0>

- Converse with a native speaker : APprenons : la gare

- Listening practices liveworksheet : à la gare

<https://www.liveworksheets.com/c?a=c&m=d&sr=n&is=y&ms=uz&af=sy&l=pi&i=xdzdfn&r=se&d b=2&f=dzdduutzcd=knlihomngnelpr5ngnxxzgpixg>

### **Assessment at the train station : listening comp**

### **Teacher's copy**

<https://docs.google.com/document/d/1SM213O5JNvAGICS2g2eW07cMGmDqHRnI5QnIYx-ab9Y/edit?usp=sharing>

### **Student's copy**

[https://docs.google.com/document/d/1Cis0wEmIyLi\\_TZF6UyZ3jK1G7McVdclkv93ll-3sXo0/edit?usp=sharing](https://docs.google.com/document/d/1Cis0wEmIyLi_TZF6UyZ3jK1G7McVdclkv93ll-3sXo0/edit?usp=sharing)

### **Week 7: “à l’hôtel”: how to reserve a room, special requests, complaints .**

- Introducing hotel vocabulary.
- Learn how to book and reserve a hotel room. Discuss what one would look for when reserving a room.
- Look up the different ratings and the meaning of the different stars of a hotel. Mini exercise using the “Michelin Rouge”
- Complaining about the room.

### **Week 8: Les ennuis à l’hôtel et en voyage**

- Text à l’hôtel ( c’est à toi)
- Text en voyage ,on m’a tout volé en métro (c’est à toi)

### **Week 9: Review and practices for STAMP test .**

- STAMP TEST PRACTICES
- Assessment : listening ( travel and hotel)

### **Week 10: un vol dans le métro ( c’est à toi) .**

**Review of pronouns COD , COI, Y and introduce EN**

### **Week 11: Object pronouns application and benefits of travel**

### **Week 12: la Saint Valentin . The different types of travel**

- Brainstorm the different advantages and inconveniences of traveling
- The different types/purposes of traveling

- Reading : un voyage à Haiti ( APprenons)

### Week 13: voyage et Ecotourisme (Martinique, Réunion, Tahiti, Madagascar)

- Watch the documentary on Martinique and discuss /complete worksheet
- Explain what is “ l’écotourisme”
- Read various passages on écotourisme ( Thèmes)

### Week 14: les îles d’Outre-Mer ( la Réunion, Tahiti) - email response, Mardi Gras

- Mardi gras
- Oral assessment ( travel unit)
- Email response

### **Week 8: “ En ville”**

- Review transportations and the corresponding prepositions
- Review directions around town.
- Learn to ask/give directions around town
- Be able to read street maps.
- Complete various exercises to practice “en ville”
- <https://french-resources.org/level/intermediate/worksheet/1224>
- <https://schoolshape.com/worksheet/00000000-0000-2775-0000-000000002775/answer/c72c8d64-7456-44e0-b96e-4e80eae3d0f>

### **Week 9:**

#### **Lesson 1 choice**

[les monuments historique à Paris part 1 : learn about most famous historical monuments in Paris](#)

#### **Lesson 2 choice**

[https://docs.google.com/document/d/116xxNp7EhBRbFQK\\_v50NND\\_-\\_VQyHgpLn2gWzmOguHo/edit](https://docs.google.com/document/d/116xxNp7EhBRbFQK_v50NND_-_VQyHgpLn2gWzmOguHo/edit)

- General introduction to the monuments in Paris . Brief history on Paris

- Teacher’s made slides on:

La tour Eiffel , l’Arc de Triomphe, La Chapelle et Notre Dame de Paris, Le louvre

**Week 10 and 11 :**

**Lesson 1 choice**

**Student’s presentations**

- [le Sacré Coeur, les Invalides, le Panthéon](#), les quartiers modernes , La Seine et les ponts, Les musées, les jardins et les places .
- Paris Gratuit
- [Assessment](#)

**Lesson 2 choice ( teacher’s presentations)**

[les monument historiques part 2 : continue learning about more famous historical monuments in Paris. How to visit Paris for Free \( Paris Gratuit\) .](#)

**Modifications**

**How are the activities modified/differentiated? (i.e.: abridged text)**

**Specific Resources for Unit**

**Specific Resources for Unit**

**Attached Affirmative Action Compliance Checklist**

French magazines such as Scholastic and Paris match.

Notes.

Internet (games and activities).

French/ English dictionaries.

Teacher created google slides

School appropriate films

Une fois pour toute Hale Sturges II, Linda Cregg Nielsen, Henry L. Herbst.

Quizlet sets

liveworksheets

## **Diversity, Equity, & Inclusion**

### [Diversity, Equity & Inclusion](#)

NB World Language department believes that effective world language instruction promotes and advances social justice by affirming the dignity of students, languages, and cultures. To this aim, the revised standards afford each student the opportunity to use the target language to tell their own stories and to value and advocate for equity, global awareness, and intercultural understanding. The department recognizes the need to encourage dialogue and relationships on equal terms and empower the students to advocate for themselves and others by providing the tools for ongoing inclusive and equitable communication.

### [Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, students with 504 plans , LGBT , and the students with disabilities .

## **Career Readiness (9.2), Life Literacies and Key Skills (9.4) Standards**

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.

WRK.K-12.P.7

Plan education and career paths aligned to personal goals.

WRK.K-12.P.8

Use technology to enhance productivity increase collaboration and communicate effectively.

WRK.K-12.P.9

Work productively in teams while using cultural/global competence.

## Climate Change Education

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations
Math and ELA- Provide a brief description of a lesson or activity that relates to Climate Change. All other Content Team copy and paste the <u>Core Idea and Performance Expectation</u> from NJDOE link above.	