| ***French III Unit 3: A La Gare et a l’aeroport******November-December*** |
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| **Targeted Standards**   7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions.7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.​​7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.IPERS.3: Express one’s own and react to others’ basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one’s own region using memorized and practiced words, phrases, and simple, formulaic sentences.7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. |
| **Rationale and Transfer Goals** : This unit introduces students to vocabulary for popular modes of transportation: airplanes and trains. Students will discuss international travel, going through customs and immigration, and the importance of the train system in France. Students will also explore the castles of the Loire Valley as well as Versailles Palace outsie of Paris. Grammar structures in this unit include double object prononuns, expressions of time (*depuis* and *il y a*), and the two irregular verbs “to know”, *savoir* and *connaître*. |
| **Enduring Understandings:**  ‐  Traveling is a key to exploring other languages and cultures.  ‐  The history of France is reflected today in various areas, cities, and  architectural structures.  ‐  You already have language and communication skills that you can utilize  while learning a new language.  ‐  The goal is effective communication, not word‐for‐word translation.  ‐  There are multiple ways to say the same thing.  ‐  Learning a language is an on‐going process.  ‐  A dictionary doesn’t give you syntax.  ‐  The language we use changes with the situation.   |
| **Essential Questions**: ‐  What language learning skills do I already have?  ‐  What are different modes of transportation, and how could I use them if I were traveling in France?  ‐  Why are some verbs regular and some irregular?  ‐  How fluent do I need to be in order to  communicate effectively?  ‐  Why can’t you use the  same words or expressions with everyone in every situation?  ‐  How can I express myself and share the same information with others in French?  ‐  How can I describe how long something has been happening?  ‐  What are my motivations to learn another language?  ‐  How might learning a language open “doors of opportunity”?  ‐  How can I sound more like a native speaker?  ‐  How do I find out  meaning when words are not understood? *
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| **Content/Objectives** | **Instructional Actions** |
| **Content*****What students will know*** | **Skills*****What students will be able to do*** | **Activities/Strategies*****How we teach content and skills*** | **Evidence (Assessments)*****How we know students have learned*** |
| * Make travel plans on a plane or train.
* Correctly utilize expressions at the airport and train station to travel and pass  through customs.
* Apply double object pronouns to sentences.
* Compare and contrast travel in the United States and France.
* Identify and describe various famous French castles.
* Conjugate the irregular verbs *savoir* and *connaître* to express what you know.
* Distinguish between the usage of *savoir* and *connaître* to express what you know.
* Ask for information about travel costs, times, and destinations.
* Give information about travel details and directions.
 | * ‐  Short journal responses describing their travel experiences.
* ‐  Sentences using more than one object pronoun.
* ‐  Dialogues at an airport or train station.
* ‐  Daily journal entries describing the days’ activities.
* ‐  Descriptions about weekend activities.
 | ‐ Read Conversation Culturelles in Bien Dit 2, Chapter 7 and fill in the blanks of the conversation. ‐ Chorale response with vocabulary words. ‐ Anagram activity with vocabulary words on SMART Board. ‐ Read Aperçus Culturels and discuss as a class. ‐ Explore SNCF website and compare train ticket prices, various trips, times from Paris to various destinations. ‐ Take notes from PowerPoint about object pronouns. ‐ Rewrite sentences using object pronouns. ‐ Reconstruct sentences with object pronouns and translate into English. ‐ Take notes on expressions *il y a* and *depuis* from PowerPoint. ‐ Complete exercises from Bien Dit 2, Chapter 7 using grammatical concepts and vocabulary. ‐ Conjugate the verbs *savoir* and *connaître* into notes and take notes on differences between the two verbs. ‐ Complete sentences with *savoir* and *connaître* and then ask a partner whether or not the subjects know the people/places/facts/skills. ‐ Create a 10 line dialogue with a partner that might happen at an airport or train station. ‐ Loto with vocabulary. ‐ Word search with vocabulary. ‐ Review of vocabulary with quizlet flashcards on SMART Board.  | * **Formative Assessment**
* ‐  Homework exercises in Grammar and Vocabulary workbook Chapter 7
* ‐  Quizzes – airport vocabulary, train station vocabulary, *depuis v. il y a*, double object pronouns
* ‐  Test – fill in the blank and short answers with vocabulary *depuis* v. *il y a, savoir, connaître*, double  object pronouns, short reading about Tours and listening
* ‐  Daily Warm‐up Exercises: ex; rewrite sentences with object pronouns, translate sentences into French  using object pronouns, fill in the blank with the correct verb “to know”, Checker game on SMART Board with vocabulary, fill in the blank with either *depuis* or *il y a*, etc.
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**Performance Assessment*** ‐  Write a journal for seven days describing what you did each day.
* ‐  Write and perform a short dialogue.
* ‐  Create a realty advertisement for a French castle; Present your castle to the class and take notes  on others’ castles.
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| **Spiraling for Mastery**  |
| **Content or Skill for this Unit** | **Spiral Focus from Previous Unit** | **Instructional Activity** |
| **-The French Postal system****-Discuss, compare and contrast life in the Maghreb****-The irregular verbs ouvrir and dire****-Relative pronouns qui and que** | **-The verb ecrire****-Direct and Indirect Pronouns** | **-Francophone North Africa: known as the Maghreb. The countries of Algeria, Tunisia, and Morroco form the Maghreb.****-The town of Strasbourg in the North East of France and the seat of the EU parliment****-The Euro: the monetery unit in Europe today** |
| **Career Readiness, Life Literacies, and Key Skills**9.4.11.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). 9.4.11.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.9.4.11.TL.3: Select appropriate tools to organize and present information digitally. 9.4.11.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| **Key resources**‐  Bien Dit Level 2 Chapter 6  ‐  Grammar and Vocabulary Workbook  ‐  Textbook readings: Culture ‐  Train schedules (www.sncf.com)  ‐  Brochures for various French castles   ‐  Quia.com   |
| **Interdisciplinary Connections:** English Language Arts: * NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
* NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
* NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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