

PEMBROKE PUBLIC SCHOOLS
Unit Map and Explanations- Department of World Languages

Course Overarching Essential Questions:

- How to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics related to a variety of French speaking countries?
- How to interact and negotiate meaning in spontaneous spoken, or written conversations to share information, reactions, ideas, feelings, opinions, and perspectives
- How to present information, concepts, ideas, feelings, opinions, and perspectives to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers
- How to interact appropriately in French with others in and from a variety of cultures within the French speaking world.

Student Proficiency Level: Intermediate-Low

SUBJECT: French		COURSE: FRENCH 3H/CP		GRADE LEVEL(S): 10	
UNIT / THEME/GENRE: 5- BONNE VACANCES! (BLANC UNIT 8)		TIME REQUIRED: 4 WEEKS		LATEST REVISION: October 2022- Saviz Safizadeh	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): UNIT 1 AND FRENCH 2, FRENCH 1 CONCEPTS					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<ul style="list-style-type: none"> • What do young French people like to do during summer vacation? • Where do French people go on vacation? 	<ul style="list-style-type: none"> • Extensive list of vocabulary related to travel and vacation • Review of verbs related to travel (voyager, partir,prendre, • Describe future plans 	<ul style="list-style-type: none"> • In France and most French speaking countries many families look forward to “les grandes vacances” • Young French people often use the train to reach their travel destinations • Caming is popular in France as it is in the US 	<ul style="list-style-type: none"> • Using the passe compose and imparfait gives more depth to a narrative. • Using rich vocabulary and a variety of adjectives and pronouns allow for more sophisticated texts • Describe your daily routine by using a variety of reflexive verbs in the present tense 	<u>Communication Standards:</u> (IM.1.a) (IM.1.b) (IM.2.a) (IM.2.b) (IM.3.a) (IM.3.b)	

<p>How to describe future plans in French? What are the French names of countries?</p>	<p>Verb tenses help us describe events in a variety of time frames Conjugation of the verb “venir”, recevoir, payer,</p>	<p>Construction and usage of the simple future in French and the present progressive</p>	<ul style="list-style-type: none"> • Conjugation of verbs in imperfect tense • The French future tense is made by adding specific endings to the infinitive of regular verbs • Additional commonly used prepositions of time hint to the nuances of the language • 	<p>(IM.4.a) (IH.1.a) (IH.1.b) (IH.2.b) (IH.3.a) (IH.4.a) (IH.4.b) <u>Linguistic Cultures Standards:</u> (IM.5.a) (IM.5.b) (IM.6.a.1) (IM.6.a.2) (IM.6.b.1) (IM.6.b.2) (IL.6.b.3) (IH.6.a.1) (IH.6.b.1) (IH.6.b.3) <u>Lifelong Learning Standards</u> (IM.7.a) (IM.7.b) (IM.8.b.1) (IM.8.b.2) (IH.8.a.1)</p>
		<p>COMMON MISUNDERSTANDINGS</p>		
		<p>Students may think the future tense in French has 2 parts like in English</p>		

CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative:

Discovering French workbook- Blanc, p.432-473

Summative:

Discovering French Blanc - A votre tours (p.)

Discovering French Blanc- A votre tours (p. 469467)

Discovering French Blanc- Reading comprehension/writing expression in context:

Discovering French Blanc- Test de Controle (470-471)

RESOURCES: DISCOVERING FRENCH (BLANC) CHAPTER 6 AND WORKBOOK, VIDEOS AND AUDIOS FROM DIGITAL ACCESS, YOUTUBE, TEACHER CREATED MATERIAL AND WORKSHEETS

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1 (general vocabulary that is used in daily life): le voyage, les vacances, les grandes vacances, un avion, un train, un continent, un sac, un passeport,

Tier 2 (vocabulary that will be encountered in other content areas): le vol, voler, voyager, congé, a quelle heure, l'Allemagne, la Suisse, l'Angleterre, l'Espagne, les Etats Unis, le Mexique,

Tier 3 (French language specific vocabulary): un pays, une valise, un mallet, un réchaud, un sac de couchage, l'est, l'ouest, le sud

Lesson Plan List (*numbered list with a brief description of each lesson*)

1. Leçon 29: LE FRANÇAIS PRATIQUE:
Les vacances et les voyages
2. Leçon 30: Vidéo-scène: Les collections
de Jérôme
3. Leçon 31: Vidéo-scène: Projet de voyage
4. Leçon 32: Vidéo-scène: A la gare

Reflections on lessons as implemented:

Students need to be encouraged to avoid thinking first in English and translate to French and avoid making mistakes. In order to give students confidence in speaking French, it is important that teachers speak French only in unit 3 and expect students to respond to them also in French only starting unit 2.

<p>5. Interlude</p> <p>6. 8: La chasse au trésor</p> <p>7. La construction du conditionnel</p> <p>8. Le conditionnel de politesse</p> <p>9. Formatio Si+ imparfait</p> <p>10.</p>	