

H. French III Unit 1 NEW: Vive le sport! (unité 5 - blanc)

Content Area: **World Languages**
Course(s): **HON FRENCH III**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to name and describe their favorite sports, talk about daily activities and personal care, describe parts of the body, and communicate illness to a doctor.

Concepts

Essential Questions

- How can I communicate illness to a doctor?
- How can I describe my daily routine?

- How can I express my opinion?
- How can I relate the linguistic structures of another language to English?
- How do we expand a conversation?
- How do we recognize cognates as a connection to English?
- How does the study of another language connect with other disciplines and the world?
- What learning strategies and resources will help me acquire another language?
- Which sports do French people enjoy?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication, however all vocabulary words need not be known to convey a message.
- Culture plays a role in determining one's favorite sports.
- Expressing one's opinion requires knowledge of specific expressions.
- One must be able to describe illness to a doctor in case of an emergency.
- There is culturally acceptable behavior for engaging in conversations.

Critical Knowledge and Skills

Knowledge

Students will know:

- Sports Vocabulary
- Parts of the Body
- Health and Illness Vocabulary
- Le pronom y
- Expressions of Time

- Le pronom en
- Expressions of Opinion
- Reflexive Verbs and Pronouns
- Daily Routine
- Imperative of Reflexive Verbs

Skills

Students will be able to:

- Describe which sports French people enjoy.
- Describe how people keep in shape.
- Talk about daily activities and personal care.
- Identify various parts of the body and describe a person's physical features.
- Let a doctor know what is wrong when you feel sick or are in pain.
- Express opinion.

"Can do" statements for students:

I can describe which sports French people enjoy and which sports I enjoy.

I can describe how people keep in shape.

I can talk about my daily activities and how I take care of myself.

I can identify various parts of the body and describe a person's physical features.

I can let a doctor know what is wrong when I feel sick or am in pain.

I can express my opinion.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Unit 5 Test: Written Test
- Composition: Students will write about their daily routine using reflexive adjectives.
- Research Project: In groups, students will research a popular French sport and sport's team. They will compare the French sport with an American equivalent.
- Speaking Test: Students will describe various illnesses and their symptoms to a "doctor".

Primary Resources

- McDougal Littell Discovering French Nouveau Blanc textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- IXL

- VoiceThread
- PearDeck
- Selected YouTube videos
- Google Slides Presentations
- LinkIt!

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.).

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Kahoot, PearDeck, selected YouTube videos, Google Slides presentations, LinkIt! assessments.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
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TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and

relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

TECH.9.4.12.IML.5

Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

TECH.9.4.12.IML.6

Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students may be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Use logic to sequence events.

SCIENCE - Examine physical fitness and describe what one must do to stay in shape. Describe parts of the body using anatomical vocabulary.

SOCIAL STUDIES - Current events and historical figures, make cultural comparisons between French and American teens' leisure activities and sports.

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology.

VISUAL/PERFORMING ARTS - Famous athletes from French-speaking countries.

APPLIED TECHNOLOGY - Foods from French-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force.


GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries.

Learning Plan / Pacing Guide

Week 1:

- Icebreakers
- Review Honors French III Syllabus
- Establish class expectations
- S.M.A.R.T. goals
- Textbook distribution

Resources and activities from "Related Documents":

 SMART goal setting sheet.pdf

Week 2:

- Set up: Google Classroom, Remind, Microsoft Word Language Setting, Google Drive Folder
- French II review activities
- French II review assessment

Week 3:

- Read: "Le sport, c'est la santé"
- Vocabulaire: Les sports individuels

- Vocabulaire: Un peu de gymnastique + les parties du corps

Week 4:

- Vocabulaire: La santé
- Speaking Test: Describing illness to a doctor
- Vocabulary Quiz

Week 5:

- Read: "Un vrai sportif"
- Le pronom y
- Expressions of time
- Le pronom en

Week 6:

- Expressions of opinion
- The verb croire
- Leçon 18 Listening Comprehension
- Group Research Project: A French sport's team or athlete

Week 7:

- Read: "Jérôme se lève?"
- Usage of the definite article with the parts of the body
- The reflexive verbs and reflexive pronouns
- Vocabulaire: Les occupations de la journée

Week 8:

- Vocabulaire: La toilette
- Leçon 19 Listening Comprehension
- Composition: My Daily Routine

Week 9:

- Read: "J'ai voulu me dépêcher"
- Vocabulaire: Quelques verbes réfléchis
- The Imperative of Reflexive Verbs
- The Infinitive of Reflexive Verbs

Week 10:

- Unit 5 Test Review
- Unit 5 Test

H. French III Unit 2 NEW: Loisirs et spectacles! (unité 4 - blanc)

Content Area: **World Languages**
Course(s): **HON FRENCH III**
Time Period: **Marking Period 2**
Length: **10 weeks**
Status: **Published**

Standards

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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to analyze and interpret French cinema as a product and perspective of French culture. Students will be able to discuss entertainment, describe actors, extend invitations, and describe relationships with others.

Concepts

Essential Questions

- How and when did French cinema originate?

- How can French cinema act as a window into French history and culture?
- How can I cite evidence to support an argument?
- How can I conduct an in-depth interpretation of film?
- How can I describe relationships with others?
- How can I extend, accept, and decline invitations?
- How can I relate the linguistic structures of another language to English?
- How do we describe and discuss entertainment?
- How do we interpret scenes from films and answer questions on their content?
- How do we recognize cognates as a connection to English?
- What is Impressionism?

Understandings

Students will understand that...

- Knowledge of French language is essential when viewing and interpreting French films.
- French cinema offers a glimpse into cultural perspectives.
- Providing textual evidence strengthens and validates an argument.
- Entertainment is an important part of daily life throughout the world.

Critical Knowledge and Skills

Knowledge

Students will know:

- History of French film
- Technical Film Vocabulary
- History of the Algerian War
- Famous French actors
- Nature and Animal Vocabulary

- Impressionism
- History and Culture of Provence
- Entertainment Vocabulary
- Invitation Vocabulary
- Object Pronouns: me, te, nous, vous
- Object Pronouns in the Imperative
- Object Pronouns in the Infinitive
- The Verb connaître and savoir
- Direct Object Pronouns: le, la, les
- The verbs dire, lire, and écrire
- Indirect Objects: lui et leur
- Verbs Followed by an Indirect Object
- The Order of Pronouns

Skills

Students will be able to:

- Describe and discuss entertainment.
- Discuss movies and actors.
- Extend, accept, and decline invitations.
- Describe relationships with others.
- Write a letter.
- Appreciate some figurative devices, stylistic differences, and humor.
- Comprehend high-frequency idiomatic expressions and develop strategies for a successful interpretation of unfamiliar words, idioms, or structures, based on a broad general vocabulary and a basic knowledge of forms

and structures.

- Understand main ideas and details from authentic French works.
- Use strategies such as: skimming for information, inferring meaning from context, expanding vocabulary knowledge through word families, recognition of subtle nuances, and less frequent use of the dictionary.
- Cite evidence to support claims.
- Extract the cultural perspective from French films.
- Discriminate between different registers of language (formal/informal) etc.) and recognize their important cultural implications.

"Can do" statements for students:

I can describe and discuss entertainment.

I can discuss movies and actors.

I can extend, accept, and decline invitations.

I can describe relationships with others.

I can write a letter.

I can appreciate some figurative devices, stylistic differences, and humor.

I can comprehend high-frequency idiomatic expressions and develop strategies for a successful interpretation of unfamiliar words, idioms, or structures, based on a broad general vocabulary and a basic knowledge of forms and structures.

I can understand main ideas and details from authentic French works.

I can use strategies such as: skimming for information, inferring meaning from context, expanding vocabulary knowledge through word families, recognition of subtle nuances, and less frequent use of the dictionary.

I can cite evidence to support claims.

I can extract the cultural perspective from French films.

I can discriminate between different registers of language (formal/informal) etc.) and recognize their important cultural implications.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Leçon 14 and 15 Written Test
- Close Viewing Presentations: Students will work in a group of three in order to conduct a "close viewing/critical analysis" of one of the scenes from Les parapluies de Cherbourg. In their presentations, students will identify and discuss the following elements: le mouvement du caméra, l'enchaînement des plans et des séquences, l'image, le plan, le son
- History of French Cinema and Technical Vocabulary Quiz
- Invitation Video Project: Students will film a short video in which they invite a friend to go somewhere and accept or decline the invitation.
- Persuasive Essay: After we finish watching Jean de Florette, for your final assessment you will write a persuasive essay defending your stance on one of the statements from the Anticipation Guide activity. Your essay should include not only your personal opinion, but also two specific examples from the film that support your reasoning. The essay will be four paragraphs (typed, double-spaced, and in MLA formatting) and must include "evidence" from the film.

Primary Resources

- McDougal Littell Discovering French Nouveau Blanc textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo

- Globe Trekker and other cultural video series
- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos
- Google Slides Presentations
- LinkIt!
- Films: *Les parapluies de Cherbourg*, *Jean de Florette*

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students may be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Create a timeline of events.

SCIENCE - Describe and label nature and animals using appropriate vocabulary.

SOCIAL STUDIES - Interpret pop culture as a reflection of society. Examine famous French actors.

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology.

VISUAL/PERFORMING ARTS - Famous actors from French-speaking countries and the history of French cinema. Describe and appreciate Impressionism.

APPLIED TECHNOLOGY - Foods from French-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force. Write a formal letter.

GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries.


Learning Plan / Pacing Guide

Week 1:

- Video: L'histoire du cinéma français
- Voyage à la Lune - Georges Méliès
- Entertainment Vocabulary
- Invitation Vocabulary

Resources and activities from "Related Documents":

 L'histoire du cinéma français Guided Notes - Answer Key.docx


 L'histoire du cinéma français Guided Notes.docx


Week 2:

- Invitation Video Project
- Technical Film Vocabulary
- Les parapluies de Cherbourg:
 - Anticipation Guide
 - Bande Annonce

Resources and activities from "Related Documents":

 Les parapluies de Cherbourg - Anticipation Guide.docx


 [Vocabulaire pour l'analyse filmique.pdf](#)

 [Vocabulaire pour l'analyse filmique.docx](#)

Week 3:

- French Cinema History and Vocabulary Quiz
- View Film/Comprehension and Analysis Questions
- Object pronouns: me, te, nous, vous
- Object Pronouns in the Imperative


Resources and activities from "Related Documents":


 [Les parapluies de Cherbourg - Film Questions 00_00 - 30_00.docx](#)

Week 4:

- Historical Article: The Algerian War
- View Film/Comprehension and Analysis Questions
- Biographical Activity: Michel Legrand
- The Verbs Connaitre and Savoir

Resources and activities from "Related Documents":

 [Algerian War Article.pdf](#)

 [Jigsaw Puzzle Handout - Algerian War.docx](#)

 [Les parapluies de Cherbourg - Film Questions 30_00 - 43_00.docx](#)

 [Michel Legrand.docx](#)

Week 5:

- View Film/Comprehension and Analysis Questions
- Anticipation Guide Continued: Written Response
- Object Pronouns in the Infinitive

Resources and activities from "Related Documents":

 Les parapluies de Cherbourg - Film Questions from 1_07_00.docx

Week 6:

- Direct Object Pronouns: le, la, les
- The verbs dire, lire, and écrire
- Leçon 14 and 15 Test

Week 7:

- Close Viewing Presentations
- Jean de Florette:
 - Anticipation Guide

- Bande Annonce

Resources and activities from "Related Documents":

 Analyse du film_ Les parapluies de Cherbourg (Directions and Rubric).docx

 Jean de Florette - Anticipation Guide.docx

Week 8:

- Indirect Objects: lui et leur
- Verbs Followed by an Indirect Object
- View Film/Comprehension and Analysis Questions
- Catherine Deneuve and Gérard Depardieu Biographical Activity

Resources and activities from "Related Documents":


 Jean de Florette - Questions du film (00_00-30_00).docx

Week 9:

- The Order of Pronouns
- Nature and Animal Vocabulary
- French Impressionism


- Weather in Provence

Resources and activities from "Related Documents":

 Jean de Florette - Questions du film (45_00-1_15_00).docx

 Impressionist Paintings.docx


 Jean de Florette Vocab Quiz.docx


 Jean de Florette Vocabulary Gallery Walk.docx

Week 10:

- History and Culture of Provence
- View Film/Comprehension and Analysis Questions
- Cultural Comparison Article
- Persuasive Essay

Resources and activities from "Related Documents":

 Jean de Florette - Questions du film.docx

 Jean de Florette Persuasive Essay Rubric.docx

 Jean de Florette - Anticipation Guide (Essay Pre-Writing).docx

 American Versus French Actors Article.pdf

 Model Thesis_Body Paragraph.docx

 Transition Words Packet - Writing.pdf

H. French III Unit 3 NEW: Retour de vacances (chapitre 1 - Bien Dit!)

Content Area: **World Languages**
Course(s): **HON FRENCH III**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to communicate in a variety of tenses, narrate the past, navigate the Paris metro system, and create a French fairy tale.

Concepts

Essential Questions

- How do I differentiate between when to use the passé composé and when to use the imparfait?
- How do we get around in Paris using le metro?

- How can I describe my school?
- How can I narrate a story in the past?
- How can I relate the linguistic structures of another language to English?
- How do we describe what we do on weekends?
- How do we expand a conversation?
- How do we recognize cognates as a connection to English?
- How do we talk about a series of events?
- What learning strategies and resources will help me acquire another language?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication, however all vocabulary words need not be known to convey a message.
- One must be able to communicate in a variety of tenses in order to clearly communicate thoughts.
- Knowledge of the Paris metro system is useful when traveling in France.
- There is a linguistic base needed to express yourself in more detailed language as you progress to a higher level of communication.

Critical Knowledge and Skills

Knowledge

Students will know:

- School Vocabulary
- Past Time Vocabulary
- Weekend Activities Vocabulary
- The Paris Metro System
- How to express likes, dislikes, and preferences

- How to talk about plans
- Regular Verbs in the Present Tense
- Irregular Verbs in the Present Tense
- Vacation Vocabulary
- The Past Tense with Avoir
- The Negative Past Tense
- Questions in the Past Tense
- Irregular Verbs: Mettre/Prendre, Voir, Sortir
- Past Tense of Irregular Verbs with Avoir
- Qui et Que
- Negative Expressions in the Past: ne rien, ne jamais, ne personne
- Past Tense with Être (aller)
- Timeline Vocabulary
- French Slang
- Past tense with Être
- Il y a to describe the past
- Direct Object Pronouns in the Past
- Reflexive Verbs in the Past
- Fairy Tales
- Imperfect Tense
- Passé Composé versus Imparfait

Skills

Students will be able to:

- Describe your weekend and leisure activities

- Express likes, dislikes, and preferences
- Ask about plans
- Tell when and how often you did something
- Describe a place in the past
- Talk about the past
- Talk about a series of events
- Describe the background of a past action
- Talk about what you used to do on a regular basis

"Can do" statements for students:

I can describe my weekend and leisure activities

I can express likes, dislikes, and preferences

I can ask about plans

I can tell when and how often I did something

I can describe a place in the past

I can talk about the past

I can talk about a series of events

I can describe the background of a past action

I can talk about what I used to do on a regular basis

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Chapitre 1 Test: Written Test
- Vacation Speaking Test: Students will answer various questions about their favorite vacation or trip.
- Fairy Tale Project: For this project, you will work with a partner to create an original fairy tale in French. Be sure that your fairy tale includes: a setting, conflict, at least three rising actions, a climax, at least three falling actions, a resolution. Your fairy tale must include the imperfect tense. You may create either a Google Doc or Google Slides. Your fairy tale must include illustrations.

Primary Resources

- Houghton Mifflin Harcourt Bien Dit! Level 3 textbook, workbooks, audio/video resources
- McDougal Littell Discovering French Nouveau Blanc textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos

- Google Slides Presentations
- LinkIt!

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.).

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning.

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Kahoot, PearDeck, selected YouTube videos, Google Slides presentations, LinkIt! assessments.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students may be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Use logic to sequence events.

SCIENCE - Physical advantages of sports and outdoor activities.

SOCIAL STUDIES - Current events and historical figures. Examine language through a historical linguistic approach when studying French slang.

ELA - Analyze fairy tales for plot elements and apply plot elements in writing. Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology.

VISUAL/PERFORMING ARTS - Create a fairy tale that includes illustrations.

APPLIED TECHNOLOGY - Foods from French-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force.

GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries.

Learning Plan / Pacing Guide

Week 1:

- School Vocabulary
- Talking about Plans
- Weekend Activities Vocabulary

Week 2:

- The Paris Metro System and Vocabulary
- Metro Speaking Test
- Review: Regular Verbs in the Present Tense

Resources and activities from "Related Documents":



Metro Map.pdf



Paris Metro Questions.docx

Week 3:

- The Regular Past Tense with Avoir
- The Negative Past Tense
- Questions in the Past Tense

Resources and activities from "Related Documents":



Interview Activity (activity 11, page 115).docx



Past Tense Interview Chart.docx

Week 4:

- Irregular Verbs in the Present Tense
- Past Tense of Irregular Verbs with Avoir
- Negative Expressions in the Past Tense: ne jamais, ne personne, ne rien

Week 5:

- Past Tense with Être (aller)
- Timeline Vocabulary
- Past Tense Composition

Resources and activities from "Related Documents":




 Time Sequence Competition.docx

Week 6:

- Passé Composé Quiz
- French Slang

- Past Tense with Être Continued
- Vacation Vocabulary



Resources and activities from "Related Documents":

-  [Past Tense Quiz - French III.docx](#)
-  [Past Tense "Cheat Sheet".docx](#)
-  [Favorite Vacation Presentation.docx](#)

Week 7:

- Summer Vacation Project
- Il y a to Express the Past
- Vacation Speaking Test

Resources and activities from "Related Documents":

-  [Les Grandes Vacances Presentation.docx](#)
-  [Vacation Project Speaking Test.docx](#)


Week 8:


- Review and Unit Test
- Fairy Tale: Le petit chaperon rouge

- The Imparfait

Resources and activities from "Related Documents":

 [Passé Composé Review.pptx](#)

 [Unit 2 Test.docx](#)

 [petit-chaperon-rouge.pdf](#)

 [Imparfait Gallery Walk.docx](#)

Week 9:

- Passé Composé versus the Imparfait
- Fairy Tale: La Belle au Bois Dormant

Resources and activities from "Related Documents":


 [Imparfait_Passe Compose Gallery Walk.docx](#)

 [La Belle au Bois Dormant.docx](#)

Week 10:

- Imparfait Quiz
- Fairy Tale Project

Resources and activities from "Related Documents":

 [Imperfect Formation Quiz.docx](#)

 [Plot Handout.pdf](#)

 [Fairy Tale Awards.pub](#)

 [Fairy Tale Project Directions and Rubric.docx](#)

H. French III Unit 4 NEW: Le monde du travail (chapitre 2 - Bien Dit!)

Content Area: **World Languages**
Course(s): **HON FRENCH III**
Time Period: **Marking Period 4**
Length: **7 weeks**
Status: **Published**

Standards

World Language Standards

WL.NH.7.1.NH.IPERS.1	Exchange basic information by recombining memorized words, phrases, and sentences on topics related to self and targeted themes to express original ideas and information.
WL.NH.7.1.NH.IPERS.2	Ask and respond to questions on practiced topics and on information from other subjects.
WL.NH.7.1.NH.IPERS.3	Make requests and express preferences in classroom settings and in various social situations.
WL.NH.7.1.NH.IPERS.4	Give and follow a series of oral and written directions, commands, and requests for participating in classroom and cultural activities.
WL.NH.7.1.NH.IPERS.5	Imitate appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language during daily interactions.
WL.NH.7.1.NH.IPERS.6	Using information from brief oral and written messages on global issues, exchange information with classmates and others about global issues, including climate change.
WL.NH.7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.2	Understand the main idea and occasionally infer the meaning of some highly contextualized, unfamiliar spoken or written words, phrases, and short sentences in culturally authentic materials related to targeted themes.
WL.NH.7.1.NH.IPRET.3	Respond and act on a series of oral and written instructions, directions, and commands.
WL.NH.7.1.NH.IPRET.4	Recognize some common gestures and cultural practices associated with target culture(s).
WL.NH.7.1.NH.IPRET.5	Identify some unique linguistic elements in the target culture.
WL.NH.7.1.NH.IPRET.6	Interpret some common cultural practices associated with the target culture(s).
WL.NH.7.1.NH.IPRET.7	Comprehend some familiar questions and statements from short conversations and brief written messages from informational and fictional texts that are spoken, viewed and written.
WL.NH.7.1.NH.IPRET.8	Demonstrate comprehension of brief oral and written messages using contextualized culturally authentic materials on global issues, including climate change.
WL.NH.7.1.NH.PRSNT.1	Recombine basic information at the phrase and sentence level related to everyday topics and themes.
WL.NH.7.1.NH.PRSNT.2	Create and present brief messages using familiar vocabulary orally or in writing.
WL.NH.7.1.NH.PRSNT.3	Describe orally and in writing people and things from the home and school environment.
WL.NH.7.1.NH.PRSNT.4	Tell or retell stories from age- and level-appropriate, culturally authentic materials orally or in writing.

WL.NH.7.1.NH.PRSNT.5	When speaking and writing, use simple sentences and try to connect them with a few transition words.
WL.NH.7.1.NH.PRSNT.6	Tell or write a few details about the impact of climate change in the target language regions of the world and compare those impacts with climate change in the student's community and/or different regions in the United States.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to label cities and countries in the target language, navigate airports and train stations, talk in the future tense, and describe careers and plans for the future.

Concepts

Essential Questions

- How can I adhere to a budget when planning a trip?
- How can I describe future plans?

- How can I relate the linguistic structures of another language to English?
- How do we book plane and train tickets?
- How do we expand a conversation?
- How do we navigate airports and train stations?
- How do we recognize cognates as a connection to English?
- What careers and professions am I interested in?
- What learning strategies and resources will help me acquire another language?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication, however all vocabulary words need not be known to convey a message.
- One must be able to communicate in a variety of tenses in order to clearly communicate thoughts.
- Knowledge of airports and train stations is useful when traveling abroad.
- Exploring career interests in advance can be advantageous in the future.
- There is a linguistic base needed to express yourself in more detailed language as you progress to a higher level of communication.

Critical Knowledge and Skills

Knowledge

Students will know:

- Vacation Vocabulary
- Review: Le futur proche
- Country and Geography Vocabulary
- Prepositions with Countries
- Airport Vocabulary

- History of les Trains à Grande Vitesse (TGV)
- The Future Tense
- Professions and Services
- Talking about Future Plans
- Making a Polite Request
- Feminine Forms of Nouns

Skills

Students will be able to:

- Label cities and countries
- Navigate the airport and train stations
- Book plane and train tickets
- Communicate using the future tense
- Ask about future plans
- Describe career paths
- Make polite requests

"Can do" statements for students:

I can label cities and countries

I can navigate the airport and train stations

I can book plane and train tickets

I can communicate using the future tense

I can ask about future plans

I can describe career paths

I can make polite requests

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Chapitre 2 Test: Written Test
- Travel Speaking Test: Students will answer various questions about plane and train tickets.
- Future Career Composition: Students will write a composition that describes what they hope their career will be in the future.
- Plan a Trip Project: With a partner of their choice, students will be tasked with planning a vacation to a French-speaking country.

Primary Resources

- Houghton Mifflin Harcourt Bien Dit! Level 3 textbook, workbooks, audio/video resources
- McDougal Littell Discovering French Nouveau Blanc textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet

- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos
- Google Slides Presentations
- LinkIt!

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.).

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One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Kahoot, PearDeck, selected YouTube videos, Google Slides presentations, LinkIt! assessments.

TECH.9.4.12.Cl.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
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TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students may be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided.

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.).

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Exchange rate between U.S. dollars and the Euro. Plan a trip while adhering to a budget.

SCIENCE - Describing nature.

SOCIAL STUDIES - Current events and historical figures. Label maps using appropriate geographical terms.

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology.

VISUAL/PERFORMING ARTS - Careers related to the arts.

APPLIED TECHNOLOGY - Foods from French-speaking countries.

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work

force.


GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries.


Learning Plan / Pacing Guide


Week 1:


- Vacation Vocabulary
- Review: Le futur proche
- Country and Geography Vocabulary

Resources and activities from "Related Documents":

 [Vocabulaire pour les vacances.pptx](#)

 [Futur Proche Do Now.docx](#)

 [Blank Map of Europe.pdf](#)


 [Country and States Faites Maintenant \(1\).docx](#)

Week 2:

- Prepositions with Countries and States
- Airport Vocabulary
- The History of the TGV

Resources and activities from "Related Documents":

 Airport Vocab Picture Walk.docx

 30 ans du TGV _ les chiffres et dates clés.docx


Week 3:


- Booking Train and Plane Tickets
- Travel Speaking Test
- Vocabulary Quiz

Resources and activities from "Related Documents":

 Les Billets Questions Answer Key.pdf

 Les Billets Questions.pdf


 Les Voyages en Train - Les Billets.docx

 Airport Train Vocab White Board Game.pptx


Week 4:


- The Futur Simple Tense
- Plan a Trip Project

Resources and activities from "Related Documents":

 Vocabulaire pour les vacances.pptx

 Future Gallery Walk (1).docx

 Le futur irregulier.pptx

 Future Tense Notes and Practice.pdf

 Future Gallery Walk Answers.docx

 Plan a Trip Project.docx

Week 5:

- Professions and Services Vocabulary
- Talking about Future Plans
- Career Composition

Week 6:

- Making Polite Requests
- Feminine Forms of Nouns

Week 7:

- Review for Chapitre 2 Examen
- Examen de Chapitre 2
- Final Exam Review

Resources and activities from "Related Documents":

 [Future Tense Musical Chairs Review Game.pptx](#)