

Understanding By Design Unit Template

Title of Unit	French 3	Grade Level	10-12
Curriculum Area	All About me	Time Frame	Marking period 1 about nine weeks
Developed By	Mirlene Jean-Francois		

Identify Desired Results (Stage 1)

Content Standards

World Languages 7.1

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, add to reset information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, an participate I home and global communities.

Indicator # Indicator

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical

<p>Students will:</p> <ul style="list-style-type: none"> • Understand when others are describing personality traits and characteristics. • Adjective are placed after the nouns in French. • Write basics information about themselves that they need in order to exchange and interpret information about personal description and characteristics, origin, personal interests and likes/dislikes. • Make inferences on how people vary by culture • Justify how school life and Social activities vary by culture through reading and social media. • Understand that social life and social activities depend on a variety of factors that make each culture unique? • Personal identity is developed within experiences that occur within one's family, and one's community and the culture at large. 	<ol style="list-style-type: none"> 1. What language/vocabulary do I need to describe who I am? 2. What are my strengths and challenges? 3. How do you describe physical characteristics and personality traits in French? 	<ul style="list-style-type: none"> • What first impression do I make? • How can I tell about myself? • How do I learn best? • How do I describe with detail about myself and others. • What are your daily routines at home/in school? • What are some chores you do at home? • Who are you and what do you look like?
Related Misconceptions		
<p>How do people in my personal world or circle see me? Why do people in the United States have Middle names?</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

- Students can describe self as a cultural being, how one learns, personality traits, strengths and weaknesses.
- They can analyze and draw conclusions by reading other portraits and songs as well as by writing a personal essay.
- They can describe their daily routine and narrate in the past, present and immediate future.
- Students can reflect on the school environment to be able to
- Students can exchange, interpret and present school related information.
- In order to express the performance of these tasks,
- Students review the verb to have + infinitive and others grammar structures that uses negative and affirmative words to create expression of time, the comparative with the present tense of the verb to know and to meet.
- These skills will enable students to communicate about current school experiences.
- Students utilize cross content vocabulary form awareness of self, including school life, social life and technology, daily routines both before and after school.
- Students will compare school life and daily routines of students in target language speaking countries with those of students in the United States.
- Students can write a personal narrative about their strengths and challenges.
- In order to perform these tasks, students will review the present tense of regular and irregular verbs, the adjectives of description and colors.
- The verb avoir and etre
- He present of regular and irregular verbs.
- The near future with verb + infinitive.
- Vocabulary of my personal information:
- Identity, name and origin
- Place of birth and residence
- Contact information
- Descriptive adjectives Physical and personality traits
- Family and profession
-

- Describe self, family, pets, physical description, personal description, schools, likes/dislikes, pastimes, home life, places I the community and activities in the communities.
- Create online self-description
- Compare and contrast school environment, famous celebrities and political figures from French speaking countries to US.
- Discuss the role of students and teachers and compare the grading system in France and US.
- Record a conversation with a partner.
- Discuss the importance of team sports in high school through blog created for the class.
- Compare and contrast daily routines and household chores in the target language to those in the United States.
- Students will identify well known contemporary personalities and character through literacy, media, Internet and write a brief description about it.
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Assessment Evidence (Stage 2)

Performance Task Description

Interpretive

Students listen, view/read authentic media related to the target language through the internet and teacher created media (example art, music, YouTube video, print and online ads.

Interpersonal

Interview a classmate about themselves and lifestyles and then record the conversation utilizing Role play as a new student and classmate in the target culture based on a given needs and interests.

Presentational

Create an electronic portrait of yourself or of any celebrity of your choice
Record a video as a reporter to get to know someone.

Teachers will use the following webpage to post assessment (quizzes and test)

www.goformative.com
www.googleforms.com
www.quizzes.com

Sample activities for students to learn about French Speaking Countries

Sources: (Center for applied linguistics: Assessment for World Language Instructors.)

To find an appropriate authentic text in your language, add site: followed immediately by the two letter country code. For example, if you are looking for authentic texts in France you would follow your keyword search with site:fr. For a complete list of country codes visit http://goes.gsfc.nasa.gov/text/web_country_codes.html. If you use Google as a search engine, you may conduct an advanced search and indicate the reading level. For Novice-Mid students, select a text that is easy to understand, has lots of repetition, and includes visual support.

#.1 Read brief written messages, listen to short conversations, or view information found about community events to determine which ones would be appropriate for them and others based on personal interests and cultural contexts.

A. Explore the site below to complete the form.

B. <http://www.frparis.fr>

Find an activity for... Activity Time Location

You – First, tell what you like to do.

A family with someone who has difficulty getting around.

Someone who enjoys musical theater.

Someone who enjoys art from Spain.

Someone who enjoys exercising while visiting the city.

Parents with young children who like theater.

Someone who likes to see films when they are first released.

Someone who is interested in photography.

Someone who is interested in ancient Rome.

Someone who is interested in dance.

#2: Use physical response to identify which written and oral directions based on an authentic online map are accurate for going from one place to another in the target culture(s).

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- **How will you tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of **ALL** students, without compromising the goals of the unit?
- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of **ALL** students?

Teacher will utilize various activities to start and close lessons.

Warm up will be a short video, or a picture to describe, a grammar activity to compare to English, verbs tense, or any part of a lesson that needs more practices.

Closure will be to summarize the objective of the lesson

Choose an emoji to tell how you feel about the lesson

A question to answer in Padlet.

- Students will compare famous celebrity or political figures from French speaking country to those in United States.
- Students will be assigned websites to go to search for information.
- Students read and write detailed descriptions about a variety of people and choose one to write a brief summary to share with the class.
- Students conduct a Multiple Intelligences survey-how one learns among five classmates put the data in a chart and then and compare it to self.
- Students identify the adjectives that describe people personally and physically.
- Create a list of personality traits of their friends and/or family member
- Create a list of their favorite and least favorite school activities
- Compare and contrast daily routines and household chores in the target language to those in the United States.
- Teacher will utilize various activities to start and close lessons.
- Warm up will be a short video, or a picture to describe, a grammar activity to compare to English, or any part of a lesson that needs more practices.
- Watch videos about school, celebrities, school life, and household chores and interpret information orally to someone in target language.
- Quiz vocabulary
- Web resources
- Students watch videos about school, celebrities, school life, and household chores and interpret information orally to someone in target language.

www.voces.com

www.tv5monde.com

www.quizlet.com

www.lespagesdeparis.com

www.rfi.com

www.lexpress.com

Understanding By Design Unit Template

Title of Unit	Around the Town and Leisure Time	Grade Level	10-12
Curriculum Area	French 3	Time Frame	Marking Period 2 (nine weeks)
Developed By	Mirlene Jean-Francois		
Identify Desired Results (Stage 1)			
<p>Content Standards World Languages 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, add to reset information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, an participate I home and global communities.</p>			
<p>7.1.IL.A.1 Identify the main idea and most supporting details contained in <u>culturally authentic materials</u> using <u>electronic information</u> and other sources related to targeted themes.</p> <p>7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.</p> <p>7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.</p> <p>7.1.IL.B.1 Use <u>digital tools</u> to participate in short conversations and to exchange information related to targeted themes.</p> <p>7.1.IL.B.2 Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities.</p> <p>7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.</p> <p>7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.</p> <p>7.1.IL.C.1 Use knowledge about cultural <u>products</u> and cultural <u>practices</u> to create a <u>multimedia-rich presentation</u> on targeted themes to be shared <u>virtually</u> with a target language audience.</p> <p>7.1.IL.C.3 Use language creatively to respond in writing to a variety of oral or visual prompts.</p>			
Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical

<p>Students will understand that we are interconnected to all nations economically, technologically, socially and environmentally and we share a common future and fate. Access to goods and needs varies across culture. Know that community structures vary across countries and cultures. The historical information on the development of textiles from Latin America and the development of jeans from Nimes in France. Many products and practices related to home and community are shared across cultures and others are specific depend on the region.</p> <p>Cross content vocabulary from Math, science, art, social studies and history will be integrated into the lessons as Culture will be integrated throughout the unit when students will learn about immigration patterns, economy, currency exchange, metric system, and utilize authentic cultural artifact and media to understand similarities and differences to Fashion, Fabrics, and styles between other cultures and in the United States.</p>	<ol style="list-style-type: none"> 1. What make a community? 2. How do places in a community reflect the values of a culture? 3. How do places in French speaking countries differ from those in the US? 4. What TL vocabulary do I need to: Identify, name and describe places in the community and the people who work there? 5. What TL vocabulary do I need to: tell where I will go, to give and ask for directions and what I will do in the near future? 6. How do emotions affect art? 7. How do measurements and sizes differ in target language countries from those in the United States? 	<ul style="list-style-type: none"> • How do smaller communities enrich a country's culture? • How do the routines of people in other cultures differ from mine? • How do people stay healthy and maintain a healthy environment? • How do major world cities tell their stories? •
Related Misconceptions		
<ol style="list-style-type: none"> 1. Adjectives placement follow the same rules in French and English. 2. Capitalization rules are very different between French and English, with significantly less capitalization on the French side. Days of the week, Months of the year, Words in titles, except the first, Languages, Religions, and Nationality. 		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

- To relate a series of events describing people and places with adjectives.
- Describe the difference between the present and past tense.
- Tell where you will go and what you will do in the near future.
- Ask and give directions to places in the community.
- Identify and name different type of products and goods they can purchase at each location in the community and how much they are valued at.
- Beauty and aesthetics related vocabulary.
- Art
- Literature
- Music
- Cinema
- Theater

Compare and contrast beauty and aesthetics.

Asking for and giving information about an upcoming event.

Asking for a price and stating prices.

Food, specialty food store and expression of quantity.

Clothing and type of stores

Adjective of colors and comparative adjectives.

- Assess learning from the home to the larger community including the places in the communities.
- Categorize phrases for expressing favorable and unfavorable opinions and for telling what something is about
- Explain how to ask for and give directions for places to go in the community and identify name of stores, where to go shopping, famous landmarks, and the historic or timeline of their community.
- Examine the difference between beauty and aesthetics and through reading novel and watching movie.
- Identify vocabulary to discuss art, literature, music, cinema and theater.
- Design a map of their town
- Plan an event to attend an exhibition at the museum
- Compose a short conversation about personal experiences and events related through art show and community festival.

Express themselves through art.

Compare and contrast shopping in US and in French speaking countries.

Describe their favorite pastimes

Narrate a story in the past tense

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Interpretive:

Listen/view/read to authentic media related to French native speaker theme such as: Art, music, video, literature and videos centered on target theme.

Use authentic and teacher created artifacts and internet resources such as store and restaurant reviews, online reviews, and product description.

Interpersonal:

Students interview a classmate about their shopping and food preferences

Record a conversation with a friend about a visit to a museum regarding an art works exhibition.

Presentational:

- Create a story with a beginning, continuing and ending, and then present it to the class.
- Design a store catalog of their choice, including pricing, sizes, and item details appropriate.
- Create a brochure for the next upcoming event in your community to send an invitation to a friend in another country.
- Cultural Comparison – Speak about the differences and similarities between the bank and the post office in France and the United States.

Teachers will use the following webpage to post assessment (quizzes and test)

www.goformative.com

www.googleforms.com

www.quizziz.com

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
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- In pairs. Students will create a PowerPoint describing the preparation of a dish from a Francophone country (or Francophone African country)
- Students conduct a survey related to eating habits utilizing the lesson vocabulary, the questions words, and the
- Watch a cooking show (Allô Sophie!)
<http://www.plurielles.fr/recettes-cuisine/allo-sophie>
- Un Voyage Gastronomique:
- Students will research and prepare a dish from a specific French province or francophone country providing historical context.
- Visit a local French café/restaurant in your community.
- Plan a visit to the museum for an exhibition of art work.
- Reproduce for favorite artist art work.

Les repas

<http://www.tv5.org/cms/chaine-francophone/enseigner-apprendre-francais/Premiere-classe/Les-repas/Preparer-le-repas/Vocabulaire-dans-la-cuisine/p-4127-lg0-1.-Comprendre.htm>

Watch movie "Cyrano de Bergerac"

<http://www.fetedelamusique.culture.fr/>

<http://www.rockenseine.com/> - Festival de Rock à Paris

Watch movie: " Les Choristes". Preview for language – PG13)

From: Wiggins, Grant and J. Mc Tighe. (1998). Understanding by Design, Association for Supervision and Curriculum Development
ISBN # 0-87120-313-8 (ppk)

Title of Unit	Childhood Memories and Life Experiences	Grade Level	10-12
Curriculum Area	French 3	Time Frame	Marking Period 3
Developed By	Mirlene Jean-Francois		
Identify Desired Results (Stage 1)			

Content Standards

World Languages 7.1

All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, add to reset information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, an participate I home and global communities.

- 7.1.IL.A.1 Identify the main idea and most supporting details contained in culturally authentic materials using electronic information and other sources related to targeted themes.
- 7.1.IL.A.2 Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses.
- 7.1.IL.A.4 Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions.
- 7.1.IL.B.1 Use digital tools to participate in short conversations and to exchange information related to targeted themes.
- 7.1.IL.B.3 Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar situations.
- 7.1.IL.B.5 Engage in short conversations about personal experiences or events and/or topics studied in other content areas.
- 7.1.IL.C.2 Present student-created and/or authentic short plays, skits, poems, songs, stories, or reports.

Understandings	Essential Questions	
Overarching Understanding	Overarching	Topical
<p>Students will understand that the concept of past biographical information vary across culture</p> <p>The art reflects the aspects of past emergencies, crisis, political events and era.</p> <p>At the end of this unit the learner can:</p> <p>Narrate in the past by retelling childhood stories and experiences.</p> <p>The learners describe self and others as children and sequence events in the past.</p> <p>The learner interpret and analyze literature and film as well as express opinions about the literature in the film</p>	<ol style="list-style-type: none"> How has my childhood shaped who I am today? How do people overcome adversity? How do people react to crisis? 	<ol style="list-style-type: none"> How the past do shapes us? What are the benefits of encountering other cultures? What can we learned from past emergencies? How do the biographical from French speaker differ from the United States? What vocabulary do I need to present a description of past weather conditions? How do I protect myself in case of emergency?
Related Misconceptions		

Life in the city is easier than life in the suburb.
 The imperfect and the past tense are the same in French.
 Children in develop countries are happier than those in underdeveloped countries.
 Global warming is a hoax.

7. Where do I find shelter if there is a disaster?
8. How do other cultures enrich our lives?
9. Why do people demonstrate their cultures?

Knowledge

Students will know...

Explain about their childhood, natural disasters and emergencies and injuries in both cultures.
 Select authentic past event that took place in their lives to comprehend similarities and differences related to how the memories and experiences is conceptualized across cultures.
 Share an awareness of the human experience as it relates to the theme of the unit. Cultivate an awareness of the universal human experience connected through experiences.
 Describe events, accidents and emergency situations
 compare cultural perspectives about health, nutrition, and medicine
 Give and request information about health, accidents and sicknesses
 Identify part of the body and medical symptoms.

- imparfait
- passé composé
- imparfait vs. passé composé
- subjunctive expressions with the **infinitive** (il faut, il vaut mieux que, il est nécessaire que, il est important que, il est préférable que)
- transitions: d'abord, et, mais, cependant, néanmoins, donc, puis, prochain, premièrement, enfin, ensuite, finalement.

qui, que

Skills

Students will be able to...

- Describe childhood memories in the past tense and the imparfait.
- Compare life in the countryside and in the city using the comparative adjectives.
- Inquire about how young people from other cultures are talking about their childhood.
- Interview someone about past biographical information.
- Compare past cultures to modern day cultures.
- Interpret what they see and hear in a TV broadcast, or social media about disasters.
- Investigate about natural disasters you may come across someday.
- Recognize type of emergencies and know where to find shelter and help.
- Describe the importance of past weather conditions and what we can learn from them.
- Describe types of accidents
- Describe the seriousness of injuries and the types of treatments.
- Give advice about health and nutrition
- Evaluate information about past accidents, injuries and treatments, including conditions leading up to them

Interpret messages in a film in French.

Assessment Evidence (Stage 2)

Performance Task Description

- Goal
- Role
- Audience
- Situation
- Product/Performance
- Standards

Interpretive:

Listen/view/read authentic media related to the theme.

Write a note to a friend to share your memories and experiences about your childhood.

Interpret something you read or see about a natural event.

Create an online short movie about your childhood to share to the class.

Interpersonal:

Interview three classmates about memories and experiences and compare their response to your own memories and experiences.

Choose a celebrity or a political figure to write a biographical about his/her life experiences.

Compare the types of emergencies and disaster and explain why.

Presentational:

Present a 2 minutes broadcast about an emergency, or a disaster in the target language.

Forecast the weather condition for the coming week nationally or internationally.

Explain the steps to follow in case of an emergency?

Explain what you should do if you or someone has an injury?

Teachers will use the following webpage to post assessment (quizzes and test)

www.goformative.com

www.googleforms.com

www.quizzes.com

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? **Where have they been?** **How will you make sure the students know where they are going?**
- **How will you hook** students at the beginning of the unit?
- **What events will help students experience and explore** the big idea and questions in the unit? **How will you equip them with needed skills and knowledge?**
- **How will you cause students to reflect and rethink?** **How will you guide them in rehearsing, revising, and refining their work?**
- **How will you help students to exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
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- **How will you organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

In this unit, students will watch various documentaries in TL and Students will create an emergency plan for their community in case of an emergency. Design a map of the town and give directions how to go to five different places in target language.
 Search the internet and choose one Catastrophe ou incident nucléaire and recommend what people should do to be safe?
 Students write about childhood memories and those of others in the past tense.
 Create a movie trailer with pictures to tell a story about my childhood
 Choose an historical event and write the timeline
 Compare and contrast past life experiences with those of other cultures.
 Compare childhood histories from one culture to another
 Quiz accident, illness, nutrition, and part of the body
 Quiz grammaire passe compose/imparfait and reflexive and non reflexive verb.
 Paired Discussion about health habits
 Interviews about health habits

http://www.rfi.fr/lffr/questionnaires/136/questionnaire_804.asp

l'écotourisme au Liban

http://www.rfi.fr/lffr/questionnaires/116/questionnaire_542.asp

<http://www.jourdelaterre.org/> Jour de la Terre / Earth Day Quebec

<http://redcross.org>

Watch movie: Argent de poche de Francois Truffault and complète questionnaire
 Students read “Le Ballon Rouge” (to compare and contrast cultures)

Title of Unit	Going Places and Travel to a French Speaking Country	Grade Level	10-12
Curriculum Area	French 3	Time Frame	Marking Period 4 (nine weeks)
Developed By	Mirlene Jean-Francois		
Identify Desired Results (Stage 1)			
<p>Content Standards World Languages 7.1 All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, add to reset information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, an participate I home and global communities.</p>			
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Understandings		Essential Questions	
Overarching Understanding		Overarching	Topical

<p>Students can ask for/give information about travel preparation Read a map, Inquire about details when traveling, persuade, recommend, and hypothesize. compare and read maps Students will be aware of the role of globalization and immigration in the development of different art movement through history.</p> <p>Identify and name destinations to travel to, famous restaurant, keys places to visit and activities to do while on a trip. The restaurant will be a focus location to provide students opportunity to express feeling of hunger/thirst, order and paying for food and drink. Following a logical sequence from previous skills learned earlier in the TL, Students learn about cities to visit as well as less populated areas. Student utilize cross content vocabulary from prior knowledge to ask for information and respond to questions.</p>	<ul style="list-style-type: none"> • What skills do I Need to plan a good trip? • How do travel experiences shape our worldview? • • What influences and changes modern society? • How do travel experiences shape our worldview? • 	<ul style="list-style-type: none"> • What should I do first to plan my trip? • What do I need to know about Customs? • What should I need to know about my destination to travel successfully? • What opportunity does travel afford us? • Talk about different form of traveling • How do other cultures enrich our lives? • How do people move around on vacation? •
Related Misconceptions		
<p>Under develop countries are dangerous for tourists? American tourists do not need to know another language to travel because English is spoken Worldwide.</p>		
<p>Knowledge Students will know...</p>	<p>Skills Students will be able to...</p>	

- How to plan for a trip; make a reservation and buying the ticket.
- Checking in and out at the hotel.
- Asking for available Hotel amenities.
- Understand what the receptionist asks at the front desk and the cash register.
- Express that I am looking forward to something.
- Exchange information on past and future travel activities.
- Ask about restaurant specialties and inquire about choices on a menu.
- Identify, name and describe food and recipes.
- Express hunger, thirst and order food and drink in a restaurant.
- Sending SMS in TL to friends and families while on a trip.

- airport vocabulary
- customs
- lodging (hotels, gîtes, youth hostels, couch surfing)
- Packing for clothing, seasons, weather.
- Expressions of time, telling time, 24/12 hour clocks, time zone, and train schedules
- Driving rules/signs
- Search information on a GPS.
- Review the interrogative pronouns, interrogative adjectives, direct object pronouns, indirect object pronoun, c'est vs. il/elle est, the imparfait and the passé composé, negative expressions, savoir vs connaitre, the subjunctive of regular verbs after il faut que, and the future tense.

- Construct a pamphlet that describes the itinerary of your trip.
- Express understanding of a conversation between a customs officer and you.
- Describe the different selections from a menu.
- Write a review to talk about a meal or restaurant experience.
- Plan about vacation destinations and their associated activities that you can do according to the season and the place.
- Describe climate and seasons at home in the target language and forecast the weather.
- Compare and contrast American travel and vacation customs to French speaking countries.
- Listen/read/view and comprehend travel experiences through internet resources and social media.
- Complete a police report with personal information for stolen item in French.
- Describe a health problem
- Assess how to be involved in volunteer travel experiences in Francophone countries.
- Investigate various Regions of France and their specialties.
- Examine Food specialties in certain diverse regions (Bourgogne, Dijon, Haute Savoie, Saint Martin etc...)
- Draw conclusions that describe of past travel experiences.

Assessment Evidence (Stage 2)

Performance Task Description

- **Goal**
- **Role**
- **Audience**
- **Situation**
- **Product/Performance**
- **Standards**

Interpretive:

Listen/view/read authentic media related to the target theme (food, recipes, menus, restaurants, travel, customs, airport, and hotel stays.

Watch videos centered on the themes listed.

Read authentic artifact online and in print such as travel brochures and ads.

Interpersonal:

Interview a classmate about his/her preferred travel destination for vacation.

Survey your friends and family about their preferences for food, restaurants, drink, meals, and recipes.

Compare and contrast food culture from French speaking country and the US.

Role-play a restaurant manager or a chef in a great restaurant in a prompt conversation utilizing your phone or computer to record it.

Presentational:

Create a travel brochure on your dream vacation country to share with a friend or family.

Write a travel plan for a trip for your class to go to a foreign country to visit. Include an itinerary, a plan for transportation, activities that you will participate in, and a letter to request parent permission in TL.

Create a webpage to post the information for parents and communities to learn about your trip before and after.

Teachers will use the following webpage to post assessment (quizzes and test)

www.goformative.com

www.googleforms.com

www.quizzes.com

Other Evidence

Learning Plan (Stage 3)

- **Where** are your students headed? Where have they been? How will you make sure the students know where they are going?
- How will you **hook** students at the beginning of the unit?
- What events will help students **experience and explore** the big idea and questions in the unit? How will you equip them with needed skills and knowledge?
- How will you cause students to **reflect and rethink**? How will you guide them in rehearsing, revising, and refining their work?
- How will you help students to **exhibit and self-evaluate** their growing skills, knowledge, and understanding throughout the unit?
- How will you **tailor** and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?
- How will you **organize** and sequence the learning activities to optimize the engagement and achievement of ALL students?

www.Screencastify.com

www.padlet.com

www.quizletlive.com

www.k12workshop.com

reader: Les Yeux de Carmen

<http://www.teachersdiscovery.com/category/s?keyword=les+yeux+de+carmen>

reader: Le Journal de Valerie

<http://www.teachersdiscovery.com/catalogsearch/result/?q=journal+de+valerie>

reader: Pauvre Anne

<http://www.teachersdiscovery.com/category/s?keyword=pauvre+anne>

- Role-play a conversation at the airport.

- Role-play conversation while driving or visiting your destination.

Other resources

- SNCF site

- lodging sites

- metro/RER site

- Michelin road maps

- Google maps in French

- Students will create a conversation in pairs to ask for/give information about traveling preparation

- Students search hotel information, room prices from Internet site and compare them for the best prices.

- Quizzes vocabulary for hotel, airport, and transportation.

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- Students will inquire about details on the country they will travel, search the country sites to gather information.

- Students will encounter the differences between the metric system and the US system.

- students will discuss mode of transportation within the community and abroad, checking in /out a hotel, the airport, claim baggage at the customs and share their memories to friends and family via social media.

Student will utilize the internet to search for famous artist and create a biography of their favorite artist.

Resources for World Languages.

NJDOE: Dept. of world Languages: www.nj.gov/education/aps/cccs/wl

NJDOE 2009 NJCC Content Standards for World Language.

Center for applied Linguistics: Assessment for World Language Instructors

