

French 3/D'accord 2/ Unit 3 : La Technologie



Unit Description:

This is unit 3 of 5. This unit will last 6 weeks. Students will learn terms for electronic products, Internet terms, pronunciation of final consonants, technology in France and the Arian rocket, the use of prepositions with infinitives, reciprocal reflexives, about the use of iPad in France, terms for cars and driving, terms for car maintenance and repair, the pronunciation of the letter “x,” about cars and driving in France, about the car manufacturer Citroen, more information about city streets and driving in French, the verbs “ouvrir” and “offrir,” the conditional, and to how to guess the meaning of words from context in spoken French.

Essential Questions:

1. How do people talk about new technology?
2. How do people talk about automobiles and driving?
3. What innovations and new technology exist in the French-speaking world?

Proficiency Target-Interpersonal	Proficiency Target-Speaking	Proficiency Target-Listening	Proficiency Target-Reading	Proficiency Target-Writing
Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid
<p>I Can Statements</p> <p>I can discuss communication with others.</p> <p>I can exchange information with others about technology in France.</p> <p>I can exchange some information with others about cars and driving habits in France.</p> <p>I can make polite requests.</p>	<p>I Can Statements</p> <p>I can identify electronic products.</p> <p>I can make sentences and ask questions about shared actions.</p> <p>I can talk about cars and driving.</p> <p>I can talk about the rules of the road in various Francophone regions.</p> <p>I can make polite requests.</p> <p>I can talk about the geography and some cultural highlights of Belgium.</p>	<p>I Can Statements</p> <p>I can identify electronic products.</p> <p>I can recognize phrases related to talking about communicating with others.</p> <p>I can recognize a variety of words used to talk about car maintenance and repair.</p> <p>I can recognize some expressions related to taking about cars.</p> <p>I can recognize some terms for types of vehicles.</p> <p>I can guess the meaning of words from context.</p>	<p>I Can Statements</p> <p>I can recognize terms related to talking about the Internet.</p> <p>I can recognize phrases related to talking about communicating with others.</p> <p>I can recognize a variety of words used to talk about car maintenance and repair.</p> <p>I can recognize a variety of words used to talk about car maintenance and repair.</p> <p>I can recognize some expressions related to talking about cars.</p> <p>I can guess the meaning of words from context.</p> <p>I can recognize the purpose of a text.</p>	<p>I Can Statements</p> <p>I can identify electronic products.</p> <p>I can make sentences and ask questions about shared actions.</p> <p>I can make polite requests.</p> <p>I can jot down unfamiliar words plus clues to their meaning.</p> <p>I can make a list of key words to organize my writing.</p> <p>I can write a composition about my past and present habits, using chapter vocabulary and grammar.</p>

Assessments:

Diagnostic:

1. Essential questions
2. Pre-assessment
3. Class participation
4. Q&A
5. Digital components

Formative:

1. Vocabulary quizzes
2. Oral dialogues
3. Games and songs
4. Labeled drawings
5. Listening practice

Summative:

1. Unit test
2. Performance-based-assessment – Speaking and Writing
3. Project

Standards to address in Unit:

Communication—Interpersonal Mode (IP)

ML3.PS1.IP1: Students exchange spoken and written information and ideas in the target language such as: expressing needs, desires, feelings and emotions; exchanging opinions, references; Giving detailed descriptions and asking questions and providing answers.

ML3.PS2.IPs: Students initiate, sustain and close oral and written exchanges while reflecting in the present, future and past tenses; exchanging information through conversations, notes; and beginning self-correction.

Communication—Interpretive Mode (INT)

ML3.PS3.INT1: Students identify main ideas and supporting details as well as comprehend current events and issues presented in a variety of media.

Communication—Presentational Mode (P)

ML3.PS4.P1: Students are able to summarize and communicate main ideas and supporting details from a variety of sources.

Cultural Perspectives, Practices, and Products (CU)

ML3.PS5.CU1: Students are able to participate in real or simulated events.

Connections, Comparisons, and Communities (CCC)

ML3.PS6.CCC1: Students will understand the role of major contemporary and historical figures and events from the target culture(s) studied.

ML3.PS7.CCC2: Students compare aspects of cultures studied with student’s own culture.

ML3.PS8.CCC3: Students extend language skills and cultural knowledge through the use of media, entertainment and technology.

Know:	Understand:	Do:
Terms for electronic products Internet Terms The use of prepositions with infinitives Reciprocal reflexives	The difference in pronunciation of the final consonant in French and English. The importance of technology in France. The cultural and historical information about Belgium.	Make a list of key words Speak/write about cultural differences in technology between the United States and France. Compare and contrast the driving rules of France and the United States. Identify the reason for a text Describe what one would do if one visited Belgium.

Major Concepts: (Consider all 4/5 Cs)

Concept 1	Concept 2	Concept 3	Concept 4	Concept 5
Electronics products and internet	Car and driving/ Car maintenance	Technology in France	The famous products of Belgium	

<p>Essential Vocabulary :</p> <p>un clavier un écran un moniteur une imprimante un jeu vidéo (des jeux vidéo) un lien un logiciel un mot de passe une page d'accueil un réseau (social) un site Internet/web une souris démarrer être connecté Être en ligne Imprimer Sauvegarder Télécharger Un appareil photo (numérique) des écouteurs (m.) un portable une tablette (tactile) une télécommande un texto/SMS allumer effacer enregistrer éteindre fermer fonctionner marcher sonner</p>	<p>Essential Vocabulary :</p> <p>arrêter (de faire quelque chose) attacher sa ceinture de sécurité dépasser faire le plein freiner se garer réparer les freins (m.) un pneu (crevé) une voiture un volant un agent de police une autoroute la circulation une station-service tomber en panne un permis de conduire un libre-service un(e) mécanicien(ne) avoir un accident une amende la limitation de vitesse</p>	<p>Essential Vocabulary :</p> <p>Bas débit Haut débit La connexion par câble Les achats (m) Un cybercafé France Télécom La fusée Ariane Outre-mer</p>	<p>Essential Vocabulary :</p> <p>Les moules-frites Hergé (créateur de la bande dessinée Tintin et Milou) Bruxelles (lieu du Parlement Européen et du siège de l'OTAN) Les Chocolats belges</p>	<p>Essential Vocabulary :</p>
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<p>Essential Structure:</p> <p>The irregular verb éteindre (present tense) <i>J' éteins Nous éteignons</i> <i>Tu éteins Vous éteignez</i> <i>Il/elle/on éteint ils/ells éteignent</i></p>	<p>Essential Structure:</p> <p>The verb OUVRIR (present tense) <i>J'ouvre Nous ouvrons</i> <i>Tu ouvres Vous ouvrez</i> <i>Il/elle/on ouvre ils/elles ouvrent</i></p> <p>The Verb OFFRIR (present tense) <i>J'offre Nous offrons</i> <i>Tu offres Vous offrez</i> <i>Il/elle/on offre ils/elles offrent</i></p> <p>In passé composé ouvrir(ouvert) and offrir(offert) use avoir</p> <p>“le Conditionnel Présent” endings Pay attention to the regular and irregular verbs.</p> <p><i>Je - ais</i> <i>Tu - ais</i> <i>Il/elle/on - ait</i> <i>Nous - ions</i> <i>Vous - iez</i> <i>Ils/elles - aient</i></p>	<p>Essential Structure:</p> <p>None</p>	<p>Essential Structure:</p> <p>None</p>	<p>Essential Structure:</p>
<p>Text/Digital Resources</p> <p>Cahier d'élève, pp.29-31 Supersite: Activities, eCahier Teacher Resources : Answer Key; Audio Script ; Audio Activity MP3s/CD ; Testing program : Grammar Quiz</p>	<p>Text/Digital Resources</p> <p>Cahier d'élève, pp.29-31 Supersite: Activities, eCahier Teacher Resources : Answer Key; Audio Script ; Audio Activity MP3s/CD ; Testing program : Grammar Quiz</p>	<p>Text/Digital Resources</p> <p>Cahier d'élève, pp.29-31 Supersite: Activities, eCahier Teacher Resources : Answer Key; Audio Script ; Audio Activity MP3s/CD ; Testing program : Grammar Quiz</p>	<p>Text/Digital Resources</p> <p>Cahier d'élève, pp.29-31 Supersite: Activities, eCahier Teacher Resources : Answer Key; Audio Script ; Audio Activity MP3s/CD ; Testing program : Grammar Quiz</p>	<p>Text/Digital Resources</p>
<p>Artifact & Evidence:</p> <p>Video/dialogue about a computer problem, teaching your grandmother how to do something on the computer, buying a SIM card in France</p>	<p>Artifact & Evidence:</p> <p>Dialogue / writing using the vocabulary</p>	<p>Artifact & Evidence:</p> <p>Dialogue/video Describe a picture/video sequence</p>	<p>Artifact & Evidence:</p> <p>Dialogue Open ended picture sequences Writing about a hypothetical situation</p>	<p>Artifact & Evidence:</p>