

French 3/ D'accord 2/ Unit 4 : En ville

Unit Description:

This is unit 4 of 5 for the year. This unit will last 6 weeks. Students will learn terms for banking; terms for business establishments; terms for the post office; the pronunciation of the letter “h”; about small shops in France; more about businesses and small shops; the verbs voir, croire, recevoir, and apercevoir; negative and affirmative expressions; about the city of Rennes.

Essential Questions:

How do people talk about errands and getting around town?
 How do people ask for directions?
 What are some characteristics of French cities?



Proficiency Target-Interpersonal	Proficiency Target-Speaking	Proficiency Target-Listening	Proficiency Target-Reading	Proficiency Target-Writing
Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate Mid	Intermediate
<p>I Can Statements</p> <p>I can exchange information with others about small shops in France. I can exchange some information with others about main squares in French cities and towns.</p>	<p>I Can Statements</p> <p>I can make sentences with a variety of negative expressions. I can make sentences with a variety of affirmative expressions. I can talk about the geography and some cultural highlights of Québec. I can explain the message of a poem written for French speakers. I can use linking words to create more complex sentences.</p>	<p>I Can Statements</p> <p>I can identify business establishments. I can recognize terms related to the post office. I can recognize terms related to banking. I can recognize phrases related to dealing with money. I can recognize phrases used to talk about running errands. I can recognize phrases used to express negation. I can recognize a variety of words used to ask for and give directions. I can recognize some expressions related to giving directions. I can recognize some expressions related to taking about the weekend. I can recognize some terms for small shops and businesses. I can use background information to guess the meaning of unknown words. I can determine the main ideas of a conversation. I can identify the narrator's point of view.</p>	<p>I Can Statements</p> <p>I can identify business establishments. I can recognize terms related to the post office. I can recognize terms related to banking. I can recognize phrases related to dealing with money. I can recognize phrases used to talk about running errands. I can recognize phrases used to express negation. I can recognize a variety of words used to ask for and give directions. I can recognize some expressions related to giving directions. I can recognize some expressions related to taking about the weekend. I can use background information to guess the meaning of unknown words. I can identify the narrator's point of view.</p>	<p>I Can Statements</p> <p>I can write sentences with a variety of negative expressions. I can write sentences with a variety of affirmative expressions. I can write sentences to express what will happen. I can explain the message of a poem written for French speakers. I can use linking words to create more complex sentences.</p>

Assessments:				
Diagnostic: <ol style="list-style-type: none"> Essential questions Pre-assessment Class participation Q&A Digital components via online resources 	Formative: <ol style="list-style-type: none"> Vocabulary quizzes Oral dialogs Games Listening practice 	Summative: <ol style="list-style-type: none"> Unit Test Performance-based assessment— Speaking or Writing 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; exchanging opinions; 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 tense; exchanging information through conversations, notes; and beginning of self-correction. Communication—Interpretive Mode (INT) ML3.PS3.INT1: Students identify main ideas and supporting details as well as comprehend current events 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 of 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.				
<p style="text-align: center;">Know:</p> Terms for banking Terms for business establishments Terms for the post office The verbs voir, croire, recevoir, and apercevoir Negative and affirmative expressions The formation of the futur simple Irregular future tense forms	<p style="text-align: center;">Understand:</p> The cultural difference of how the French tend to shop in smaller establishments than Americans The rules of French capitalization and how they differ from English The importance of French town and city centers How use background information to understand spoken French	<p style="text-align: center;">Do:</p> Give and ask for directions Identify the narrator’s point of view Use linking words when writing Use negative and affirmative expressions		
Major Concepts: (Consider all 4/5 Cs)				

Concept 1 Business transactions	Concept 2 Negative expressions.	Concept 3 Asking for and giving directions	Concept 4 Culture Places to shop in the Francophone world	Concept 5 Culture Culture of Francophone Canada (Montréal is the second largest Francophone city in the world)
Essential Vocabulary: Une lettre Une banque Un bureau de poste Une mairie Un salon de beauté Un colis Un courrier Une monnaie Un billet Une boutique Une bijouterie Un facteur Un cybercafé Un distributeur automatique de billet Un timbre Les pièces de monnaie Un compte d'épargne Une boîte aux lettres Remplir un formulaire Avoir un compte bancaire Payer en liquide Payer par carte (de crédit) Payer par chèque Retirer de l'argent Déposer de l'argent Emprunter Faire la queue Signer Fermé(e) Ouvert(e)	Essential Vocabulary: Ne... aucun Ne... jamais Ne... ni..ni Ne... personne Ne... plus Ne... rien	Essential Vocabulary: Au bout (de) Au coin (de) Autour (de) Jusqu'à Tout droit Suivre Continuer Se déplacer Tourner Traverser Un coin Un chemin Un pont Les escaliers Un feu de signalisation Un carrefour Nord Ouest Est Sud Un boulevard Une avenue Descendre Monter Être perdu(e) S'orienter Près de Loin de À gauche À droite	Essential Vocabulary: Les souks Le marché de Cocody Le grand marché de Fort-de-France Le marché aux puces Le marché de Papeete	Essential Vocabulary : Québécois Montréalais Bilingue La ville de Québec Le fleuve Saint-Laurent Le festival de jazz de Montréal

<p>Artifact & Evidence: Create a dialogue</p> <p>Writing a friend about what they did /saw in a typical francophone town</p>	<p>Artifact & Evidence: Battle ship</p>	<p>Artifact & Evidence: Create a dialogue</p>	<p>Artifact & Evidence: Listening/giving directions on a map – finding where you are</p>	<p>Artifact & Evidence: Create your own business p. 194 Create weather video Talk about a future trip Plan for university Be a fortune teller</p>
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