

FRENCH 3 CURRICULUM GUIDE
INTELLECTUAL PROPERTY OF DAWN MICHAEL
 Based on ODE Curriculum Template and Content Elaborations
 for Intermediate Low-High

SCHOOL YEAR: 2019-2020

Language / Level: French 3

Final Targeted Proficiency Level(s): INTERMEDIATE LOW/MID

NOTE: Students in my French 2 classes were already presented with tasks and materials at the Intermediate Low level. Students who were able to function successfully at this ‘stretch’ level may be working at an Intermediate Mid level or higher by the end of French 3. **STRETCH IS PART OF MY CURRICULUM FROM LEVEL 1.**

Students will still be assessed using Level 3 rubrics, but opportunities will be presented on assessments for students to attempt higher level skills for **WEIGHTED** credit on the test (DIFFERENTIATED ASSESSMENT).

THEMES, TOPICS, ESSENTIAL QUESTIONS INSPIRED BY ODE INTERMEDIATE (LOW-HIGH) CONTENT ELABORATIONS but allow for flexibility based on student background and interest

Ohio’s World Language Standards

UNITS	
0. Introduction/Review: Identity: Defining Terms	4. Identity in Society: Citizen and Worker
1. Housing and Identity: Relationships between People & Space	5. Identity facing Crisis: Racism, Terrorism, Pollution

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2. Food & Drink: Identity through Products & Practices	6. Identity through Narrative: Story and Travel
3. Time & Space: Leisure	

<p>CULTURAL KNOWLEDGE AND UNDERSTANDINGS</p> <p><i>(Cultures Standard; Intercultural Can-Do Statements; Teaching Tolerance Social Justice Standards)</i></p>	
<p>Ohio's New Learning Standards: K-12 World Languages (9-12) Cultures Standard: Gain and use knowledge and understanding of other cultures</p> <p>Through the target language, students examine the relationship among the products, practices and perspectives of the target culture(s). Students enhance their understanding by making cultural comparisons and developing cultural insights. The examination of products and practices in relation to shared cultural perspectives enables learners to understand authentic cultural contexts and use acceptable language and behavior in those contexts. As they become globally competent citizens, students learn that language and culture are inextricably linked. As they participate in multilingual communities and various cultures at home and around the world, both in person and via technology, they come to understand and abide by the constraints and freedoms afforded to individuals in the target culture(s) and their own.</p> <p>1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.</p>	<p>Intermediate Level NCSSFL Interculturality Can-Do Statements NOTE: Students are WORKING TOWARDS these goals for Intermediate Level. OHIO'S STANDARDS CALL FOR STUDENTS TO BE AT INTERMEDIATE HIGH BY THE END OF YEAR 5.</p> <ol style="list-style-type: none"> 1) I can explore and reference current and past examples of authentic culture. 2) I can compare and contrast some common products of other cultures and my own 3) I can compare and contrast some behaviors or practices of other cultures and my own 4) I can describe some basic cultural viewpoints 5) I can make some generalizations about a culture 6) I can handle short interactions with peers and colleagues in familiar situations at school, work, or play 7) I can recognize and refer to elements of traditional and pop culture. 8) I can sometimes recognize when I have caused a cultural misunderstanding and try to correct it

2. Experience the target language and culture(s) and share information and personal reactions with others.	
Teaching Tolerance Social Justice Standards for Grades 9-12 will also be considered in lesson design	

0. Introduction/Review: Identity: Defining Terms	
<p>Unit Overview: <i>Theme, topic, essential question(s), etc.</i></p>	<p>How do I use my language skills to relate to others in a culturally appropriate manner? How do I identify myself and others? How do I interpret and explain interconnectedness?</p>
<p>Standards and Competencies: <i>Grade levels: K-12 6-12 9-12</i></p>	<p>See Ohio's World Language Standards for Grades 9-12</p>
<p>Communicative Goal: <i>What will students be able to do by the end of this unit?</i></p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -identify themselves and others in terms of: age, ethnicity, nationality ,profession/academic interests -introduce themselves and others, and have small talk, in a culturally appropriate manner -describe themselves and others – both physical appearance and personality -compare and contrast themselves with others
<p><u>Integrated Performance Assessment (IPA):</u> <i>End-of-unit assessment: interpretive, interpersonal and presentational</i></p>	<p>IPA: Interpretive, Interpersonal, Presentational, Intercultural</p>

<p><i>communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	
<p>Proficiency Level of Tasks in This Unit: <u>Standards Alignment Tools</u></p>	<p>Novice High & Intermediate Low</p>
<p>Learning Targets — Communication: <i>Interpretive, interpersonal and presentational</i> <u>Can-Do Statements</u></p>	<p>Interpretive Listening 3) I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <p>Interpretive Reading 4) I can understand messages in which the writer tells or asks me about topics of personal interest. 5) I can identify some simple information needed on forms. 6) I can identify some information from news media.</p> <p>Interpersonal Communication 7) I can have a simple conversation on a number of everyday topics. 9) I can use the language to meet my basic needs in familiar situations.</p> <p>Presentational Writing 10) I can write about people, activities, events, and experiences 12) I can write about topics of interest.</p> <p>Presentational Speaking 15) I can talk about people, activities, events, and experiences.</p>
<p>Learning Targets — Culture: <i>Intercultural</i> <u>Can-Do Statements</u></p>	<p>Intermediate Intercultural #3, 6, 8</p>
<p>Language <u>Functions</u>, Structures, Vocabulary:</p>	<p>Vocabulary: Relevant vocabulary for greetings, age, basic school subject vocabulary, nationality, professions (basic), physical and psychological characteristics</p> <p>Structures: As determined by communicative context</p>

Overview of the content students will know by the end of this unit	
<u>Authentic/Other Resources:</u> What types of audio, video or text are related to this unit's theme or topic?	Quant à moi (3rd edition) (topics and thematic vocabulary resource); Français progressif (CLE International) - Vocabulaire, Civilisation; madameshepard.com; enseigner.tv5monde.com
<u>Formative Assessments:</u> Overview of tasks that will check for understanding and guide instruction during this unit	Regular formative assessment using Quizizz, Google Forms quizzes, Charlala, Flipgrid, paper, etc Short proficiency assessments with authentic documents

Unit 1 - Housing and Identity: Relationships between People & Space	
<u>Unit Overview:</u> Theme, topic, essential question(s), etc.	How do I use space in my community? How does that differ from how people use space in various Francophone cultures? How do I describe these spaces? How does the space in which I live influence my life? Who is my community? Who do I include in my concepts of family and community? How do these resemble and differ from these concepts in target cultures?
Standards and Competencies: Grade levels: K-12 6-12 9-12	See Ohio's World Language Standards for Grades 9-12
Communicative Goal: What will students be able to do by the end of this unit?	AT THE NOVICE HIGH LEVEL , students will be able to: -interpret authentic documents and readings in the target language about housing -interpret audiovisual about housing, family and self -write short descriptions of home and family, comparing and contrasting with examples from target culture -answer some practice questions about housing, family and self

<p><u>Integrated Performance Assessment (IPA):</u> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	NO UNIT IPA - short proficiency assessments throughout unit
<p>Proficiency Level of Tasks in This Unit: <u>Standards Alignment Tools</u></p>	Novice High-Intermediate Low
<p>Learning Targets — Communication: <i>Interpretive, interpersonal and presentational</i> <u>Can-Do Statements</u></p>	<p>Intermediate Low Interpretive Listening 3) I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <p>Interpretive Reading 4) I can understand messages in which the writer tells or asks me about topics of personal interest. 6) I can identify some information from news media.</p> <p>Interpersonal Communication 7) I can have a simple conversation on a number of everyday topics. 9) I can use the language to meet my basic needs in familiar situations.</p> <p>Presentational Writing 10) I can write about people, activities, events, and experiences 15) I can talk about people, activities, events, and experiences.</p> <p>Presentational Speaking 17) I can present information on plans, instructions, and directions. 19) I can express my preferences on topics of interest.</p>
	Intermediate Intercultural #1, 3, 5, 8

<p>Learning Targets — Culture:</p> <p>Intercultural Can-Do Statements</p>	
<p>Language Functions, Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary: housing, city planning, family, adjectives</p> <p>Structures: As determined by communicative context</p>
<p>Authentic/Other Resources:</p> <p><i>What types of audio, video or text are related to this unit's theme or topic?</i></p>	<p>Quant à moi (3rd edition) (topics and thematic vocabulary resource); Français progressif (CLE International) - Vocabulaire, Civilisation; madameshepard.com; enseigner.tv5monde.com; language-gym.com (and other resources from Gianfranco Conti)</p> <p>Film: To be determined</p>
<p>Formative Assessments:</p> <p><i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Regular formative assessment using Quizizz, Google Forms quizzes, Charlala, Flipgrid, paper, etc</p> <p>Short proficiency assessments with authentic documents</p>
<p>Unit 2: Food & Drink: Identity through Products & Practices</p>	
<p>Unit Overview:</p> <p><i>Theme, topic, essential question(s), etc.</i></p>	<p>How do my food and drink choices reflect my identity? What are food and drink products that are associated with target language cultures? To what extent do stereotypes about these products influence both my perception of my own culture and others?</p>
<p>Standards and Competencies:</p> <p><i>Grade levels: K-12 6-12 9-12</i></p>	<p>Ohio's World Language Standards 9-12</p>
<p>Communicative Goal:</p>	<p>AT THE NOVICE HIGH OR INTERMEDIATE LOW LEVEL, students will be able to:</p>

<p><i>What will students be able to do by the end of this unit?</i></p>	<ul style="list-style-type: none"> -interpret authentic documents and other documents in the target language related to food and beverage products and consumption habits in target cultures - differentiate purpose and intended audience in related audiovisual sources from the target audience (advertisement, instructional/how to, informational/reportage) - respond to practiced questions about their home/community cuisine and ask practiced questions -compare and contrast culinary traditions and consumption patterns in writing at the NH/IL level
<p><u>Integrated Performance Assessment (IPA):</u> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	<p>IPA</p>
<p>Proficiency Level of Tasks in This Unit: <u>Standards Alignment Tools</u></p>	<p>Novice High and above</p>
<p>Learning Targets — Communication: <i>Interpretive, interpersonal and presentational</i> <u>Can-Do Statements</u></p>	<p>Intermediate Low</p> <p>Interpretive Listening</p> <ul style="list-style-type: none"> 1) I can understand the basic purpose of a message. 3) I can understand questions and simple statements on everyday topics when I am part of the conversation. <p>Interpretive Reading</p> <ul style="list-style-type: none"> 6) I can identify some information from news media. <p>Interpersonal Communication</p> <ul style="list-style-type: none"> 8) I can ask and answer questions on factual information that is familiar to me. <p>Presentational Writing</p>

	<p>10) I can write about people, activities, events, and experiences 11) I can prepare materials for a presentation. 13) I can write basic instructions on how to make or do something.</p> <p>Presentational Speaking 17) I can present information on plans, instructions, and directions. 19) I can express my preferences on topics of interest.</p>
<p>Learning Targets — Culture: <i>Intercultural Can-Do Statements</i></p>	<p>Intermediate Intercultural #2, 3, 4</p>
<p>Language Functions, Structures, Vocabulary: <i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary themes: food and beverage products in US, France, Francophone countries, student home countries</p> <p>Structures: As determined by communicative context</p>
<p>Authentic/Other Resources: <i>What types of audio, video or text are related to this unit's theme or topic?</i></p>	<p>Quant à moi (3rd edition) (topics and thematic vocabulary resource); Français progressif (CLE International) - Vocabulaire, Civilisation; madameshepard.com; enseigner.tv5monde.com; language-gym.com (and other resources from Gianfranco Conti) Film: To be determined</p>
<p>Formative Assessments: <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Regular formative assessment using Quizizz, Google Forms quizzes, Charlala, Flipgrid, paper, etc</p> <p>Short proficiency assessments with authentic documents</p>
<p>Unit 3 - Time and Space: Leisure</p>	
<p>Unit Overview: <i>Theme, topic, essential question(s), etc.</i></p>	<p>How is leisure time defined in my and target cultures? Who has the right or privilege of leisure time and activities here and in target cultures? How is access to leisure activities and leisure space defined in my and target cultures? How do certain leisure activities and sports and athletes serve as representations of cultures?</p>

<p>Standards and Competencies:</p> <p>Grade levels: K-12 6-12 9-12</p>	
<p>Communicative Goal: <i>What will students be able to do by the end of this unit?</i></p>	<p>AT THE INTERMEDIATE LOW LEVEL, students will be able to:</p> <ul style="list-style-type: none"> -interpret authentic documents and other documents in the target language related to leisure activities -interpret audience, objective, main idea from authentic audiovisual (commercials, interviews, reportages) - answer practiced and spontaneous questions about leisure time and activities, and pose some practiced questions -in writing, compare and contrast leisure activities and sports/athletes from target cultures
<p><u>Integrated Performance Assessment (IPA):</u> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	<p>either IPA or individual skill assessments, depending on flow of class (if end of unit falls at midterm time, IPA)</p>
<p>Proficiency Level of Tasks in This Unit:</p> <p>Standards Alignment Tools</p>	<p>Intermediate Low-Mid (STRETCH)</p>
<p>Learning Targets — Communication: <i>Interpretive, interpersonal and presentational</i> Can-Do Statements</p>	<p>Intermediate Low Interpretive Listening 1) I can understand the basic purpose of a message 2) I can understand messages related to my basic needs 3) I can understand questions and simple statements on everyday topics when I am part of the conversation</p> <p>Interpretive Reading 4) I can understand messages in which the writer tells or asks me about topics of personal interest.</p>

	<p>6) I can identify some information from news media.</p> <p>Interpersonal Communication</p> <p>7) I can have a simple conversation on a number of everyday topics.</p> <p>8) I can ask and answer questions on factual information that is familiar to me.</p> <p>9) I can use the language to meet my basic needs in familiar situations.</p> <p>Presentational Writing</p> <p>12) I can write about topics of interest.</p> <p>Presentational Speaking</p> <p>16) I can express my needs and wants.</p> <p>17) I can present information on plans, instructions, and directions.</p>
<p>Learning Targets — Culture:</p> <p><i>Intercultural Can-Do Statements</i></p>	<p>Intermediate Intercultural #2, 3, 5, 6</p>
<p>Language Functions, Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary themes: sports and leisure activities and spaces</p> <p>Structures: As determined by communicative context</p>
<p>Authentic/Other Resources:</p> <p><i>What types of audio, video or text are related to this unit's theme or topic?</i></p>	<p>Quant à moi (3rd edition) (topics and thematic vocabulary resource); Français progressif (CLE International) - Vocabulaire, Civilisation; madameshepard.com; enseigner.tv5monde.com; language-gym.com (and other resources from Gianfranco Conti)</p> <p>Film: To be determined</p>
<p>Formative Assessments:</p> <p><i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Regular formative assessment using Quizizz, Google Forms quizzes, Charlala, Flipgrid, paper, etc</p> <p>Short proficiency assessments with authentic documents</p>

Unit 4 - Identity in Society: Citizen and Worker	
<p>Unit Overview: <i>Theme, topic, essential question(s), etc.</i></p>	<p>Who can be a citizen in my and target culture? What are the rights and responsibilities of citizens? What are career options and preparation for my generation in my country and target cultures? What are factors that prevent people from working? What are some causes and consequences of unemployment and poverty?</p>
<p>Standards and Competencies: <i>Grade levels: K-12 6-12 9-12</i></p>	
<p>Communicative Goal: <i>What will students be able to do by the end of this unit?</i></p>	<p>AT THE INTERMEDIATE LOW LEVEL, Students will be able to:</p> <ul style="list-style-type: none"> -interpret authentic documents and documents in the TL relevant to citizenship, professions, career tracking and preparation, unemployment and crime statistics -respond to career questionnaire -respond to simple questions about career plans and preferences, and ask practiced questions -in writing, describe aspect(s) of target culture(s) such as who has the right to citizenship, who is most likely to be unemployed, propose solutions
<p>Integrated Performance Assessment (IPA): <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	<p>IPA and/or individual proficiency assessments</p>
<p>Proficiency Level of Tasks in This Unit: Standards Alignment Tools</p>	<p>Intermediate Low-Mid (STRETCH)</p>

<p>Learning Targets — Communication: <i>Interpretive, interpersonal and presentational</i> <u>Can-Do Statements</u></p>	<p>Intermediate Low Interpretive Listening 2) I can understand messages related to my basic needs. 3) I can understand questions and simple statements on everyday topics when I am part of the conversation.</p> <p>Interpretive Reading 5) I can identify some simple information needed on forms. 6) I can identify some information from news media.</p> <p>Interpersonal Communication 8) I can ask and answer questions on factual information that is familiar to me. 9) I can use the language to meet my basic needs in familiar situations.</p> <p>Presentational Writing 10) I can write about people, activities, events, and experiences 12) I can write about topics of interest.</p> <p>Presentational Speaking 16) I can express my needs and wants. 17) I can present information on plans, instructions, and directions.</p>
<p>Learning Targets — Culture: <i>Intercultural</i> <u>Can-Do Statements</u></p>	<p>Intermediate Intercultural #2, 3, 4, 5</p>
<p>Language <u>Functions</u>, Structures, Vocabulary: <i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary themes: careers, citizenship, voting, employment/unemployment, socioeconomic status, criminality</p> <p>Structures: As determined by communicative context</p>

<p><u>Authentic/Other Resources:</u> <i>What types of audio, video or text are related to this unit's theme or topic?</i></p>	<p>Quant à moi (3rd edition) (topics and thematic vocabulary resource); Français progressif (CLE International) - Vocabulaire, Civilisation; madameshepard.com; enseigner.tv5monde.com; language-gym.com (and other resources from Gianfranco Conti) Film: To be determined</p>
<p><u>Formative Assessments:</u> <i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Regular formative assessment using Quizizz, Google Forms quizzes, Charlala, Flipgrid, paper, etc Short proficiency assessments with authentic documents</p>
<p>Unit 5- Identity facing Crisis: Racism, Terrorism, Pollution***</p>	
<p><u>Unit Overview:</u> <i>Theme, topic, essential question(s), etc.</i></p>	<p>What is racism? How does racism manifest in target cultures? Who is fighting racism in the target cultures? How has terrorism shaped the every day experience of people in target cultures (security, travel, censorship...)?*** How has pollution and environmental crisis affected living conditions in target cultures? What are possible solutions? ***These themes will be treated with sensitivity to the related lived traumas of the students in the class, and leaning upon the Teaching Tolerance social justice standards.***</p>
<p>Standards and Competencies: <i>Grade levels: K-12 6-12 9-12</i></p>	
<p>Communicative Goal: <i>What will students be able to do by the end of this unit?</i></p>	<p>AT AN INTERMEDIATE LOW/MID LEVEL, students will be able to: -interpret nonfiction and fictional texts in the target language treating these topics -interpret audiovisual news broadcasts and reportages -respond to general questions about how to prevent pollution -in writing, describe environmental problem facing target culture country of choice and possible remediation or solutions</p> <p>NOTE: The themes of racism and terrorism will be addressed through reading and audiovisual, with students doing individual response in either English or the TL. Students may not yet be able to sustain group debate in the target language (most of them). Further, these topics may trigger traumatic response from students who have experienced racism and/or terrorism, and</p>

	asking them to discuss publicly (especially in another language) may be injurious. Instruction of this unit will be fluid depending on the needs of the class, with priority being to protect the well-being of the most vulnerable.
<p><u>Integrated Performance Assessment (IPA):</u> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	
<p>Proficiency Level of Tasks in This Unit: <u>Standards Alignment Tools</u></p>	Intermediate Mid (STRETCH)
<p>Learning Targets — Communication: <i>Interpretive, interpersonal and presentational</i> <u>Can-Do Statements</u></p>	<p>Intermediate Mid</p> <p>Interpretive Listening -I can understand the main idea and key information in short straightforward informational texts.</p> <p>Interpretive Reading -I can understand the main idea and key information in short straightforward informational texts. -I can understand the main idea, theme and key information in short straightforward fictional texts.</p> <p>Presentational Writing -I can state my viewpoint about familiar topics and give some reasons to support it, using sentences and series of connected sentences.</p>
Learning Targets — Culture:	Intermediate Intercultural #2,3,4,5, 6

Intercultural Can-Do Statements	
Language Functions, Structures, Vocabulary: <i>Overview of the content students will know by the end of this unit</i>	Vocabulary: racism, ethnicity, terrorism and security, environment Structures: As determined by communicative context
Authentic/Other Resources: <i>What types of audio, video or text are related to this unit's theme or topic?</i>	Quant à moi (3rd edition) (topics and thematic vocabulary resource); Français progressif (CLE International) - Vocabulaire, Civilisation; madameshepard.com; enseigner.tv5monde.com; language-gym.com (and other resources from Gianfranco Conti) Film: To be determined
Formative Assessments: <i>Overview of tasks that will check for understanding and guide instruction during this unit</i>	Regular formative assessment using Quizizz, Google Forms quizzes, Charlala, Flipgrid, paper, etc Short proficiency assessments with authentic documents
Unit 6 - Identity through Narrative: Story and Travel	
Unit Overview: <i>Theme, topic, essential question(s), etc.</i>	How does travel shape who we are? How do the stories of others' travels shape our perception of our world and the places we have not yet visited? How does travel shape our perceptions of the Other?
Standards and Competencies: <i>Grade levels: K-12 6-12 9-12</i>	
Communicative Goal: <i>What will students be able to do by the end of this unit?</i>	AT AN INTERMEDIATE LOW/MID LEVEL , students will be able to: -interpret nonfiction and fictional texts in the target language treating these topics -interpret audiovisual news broadcasts and reportages -interpret authentic tourism related documents and websites

	<p>-complete activities necessary for travel in the target language: airline/train/lodging reservation form, ticket purchase, read reviews and make choices from those reviews</p> <p>-relate a story/narrate a past travel experience (real or fictional)</p>
<p><u>Integrated Performance Assessment (IPA):</u> <i>End-of-unit assessment: interpretive, interpersonal and presentational communication tasks, using an authentic resource based on the theme/topic of this unit</i></p>	<p>FINAL: Film - Le grand voyage</p>
<p>Proficiency Level of Tasks in This Unit: <u>Standards Alignment Tools</u></p>	<p>Intermediate Mid (STRETCH)</p>
<p>Learning Targets — Communication: <i>Interpretive, interpersonal and presentational</i> <u>Can-Do Statements</u></p>	<p>Intermediate Mid</p> <p>Interpretive Listening -I can understand the main idea and key information in short straightforward informational texts. -I can understand the main idea and key information in short straightforward fictional texts.</p> <p>Interpretive Reading -I can understand the main idea and key information in short straightforward informational texts. -I can understand the main idea, theme and key information in short straightforward fictional texts.</p> <p>Interpersonal Reading/Writing -I can interact with others to meet my needs in a variety of familiar situations, creating sentences and series of sentences and asking a variety of follow-up questions.</p> <p>Presentational Writing -I can tell a story about my life, activities, events and other social experiences, using sentences and series of connected sentences.</p>

<p>Learning Targets — Culture:</p> <p><i>Intercultural Can-Do Statements</i></p>	<p>Intermediate Intercultural #2,3,4,5, 6</p>
<p>Language Functions, Structures, Vocabulary:</p> <p><i>Overview of the content students will know by the end of this unit</i></p>	<p>Vocabulary: travel, narrative - transition words, adverbs, time expressions</p> <p>Structures: As determined by communicative context</p>
<p>Authentic/Other Resources:</p> <p><i>What types of audio, video or text are related to this unit's theme or topic?</i></p>	<p>Quant à moi (3rd edition) (topics and thematic vocabulary resource); Français progressif (CLE International) - Vocabulaire, Civilisation; madameshepard.com; enseigner.tv5monde.com; language-gym.com (and other resources from Gianfranco Conti)</p> <p>Film: Le Grand Voyage</p>
<p>Formative Assessments:</p> <p><i>Overview of tasks that will check for understanding and guide instruction during this unit</i></p>	<p>Regular formative assessment using Quizizz, Google Forms quizzes, Charlala, Flipgrid, paper, etc</p> <p>Short proficiency assessments with authentic documents</p>