

Exploring Time and Place: Living in the City
by Clementi & Terrill November 2013

Language and Level / Grade	French: Novice Mid – Novice High		Approximate Length of Unit	4 weeks
			Approximate Number of Minutes Weekly	250minutes (5 days/50 minutes)
Theme/Topic	Exploring Time and Place: Living in the City			
Essential Question	What makes a city special?			
Goals <i>What should learners know and be able to do by the end of the unit?</i>	Learners will be able to: <ul style="list-style-type: none"> • Identify businesses, services, schools, parks, etc within a city • Describe the purpose(s) of various businesses, services, etc. in a city • Locate businesses, services, schools, parks, etc on a city map • Ask for and give directions from one point to another within a city • Describe what makes a city special • Compare cities in the United States to cities in France 			
Summative Performance Assessment <i>• These tasks allow learners to demonstrate how well they have met the goals of the</i>	Interpretive Mode			
	Listen to and follow directions from one place to another on a city map.	Read information on a website about (Poitiers: www.poitiers.fr/) in order to identify what makes Poitiers special. Give reasons for the items on your list.	Watch a video about Futuroscope in Poitiers (www.VisiteduFuturoscopedePoitiers) and list what you can see and do there.	

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<p><i>unit.</i></p> <ul style="list-style-type: none"> • They are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks should incorporate 21st Century Skills. 	<p align="center">Presentational Mode</p> <p>Your class is planning a trip to France. You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.</p>	<p align="center">Interpersonal Mode</p> <p>In small groups, review all the suggestions of cities to visit in France. Select three cities that you want to visit, giving reasons for your choices.</p>
<p align="center">Cultures (Sample Evidence)</p> <p><i>Indicate the relationship between the product, practice, and perspective.</i></p>	<p>Product: Old buildings in cities Practice: Maintaining historic town centers Perspective: Importance of preserving the past</p> <p>Product: Specialty shops in the center of town Practice: Shopping at multiple shops in town Perspective: Appreciation of quality of merchandise</p>	
<p align="center">Connections (Sample Evidence)</p>	<p align="center">Making Connections</p> <p>Geography – location of cities in France; map reading skills Math – metric system for distances Language Arts – interview strategies</p>	<p align="center">Acquiring Information and Diverse Perspectives</p> <p>Websites for various cities in France. Video of Futuroscope. Video interviews with people about why they like their city.</p>
<p align="center">Comparisons (Sample Evidence)</p>	<p align="center">Language Comparisons</p> <p>Hôtel de Ville Ville, village</p>	<p align="center">Cultural Comparisons</p> <p>Layout of cities in France Maintaining historic districts, buildings</p>
<p align="center">Communities (Sample Evidence)</p>	<p align="center">School and Global Communities</p> <p>Small group work to plan an itinerary for school trip to France</p>	<p align="center">Lifelong Learning</p> <p>Researching and planning a trip</p>

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	Skyping with their sister school in France in preparation their exchange	Self-assessment of progress towards unit goals	
Connections to Common Core	<p>Reading 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p>Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</p> <p>Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>		
Toolbox			
Language Functions	Related Structures / Patterns	Vocabulary Expansion	
		Tier 1	
Identifying places in a city	Here is (are)... There is (are)....	Names of typical buildings compass directions prepositions of location descriptive adjectives	
Asking and giving directions within a city	Prepositions of location Polite commands		
		Tier 2	
Describing places in a city	Adjectives	Winding streets City walls City center/Old city Middle Ages	
Expressing preferences with reasons about what cities to visit	I prefer...because....		
Making comparisons between cities in the US and cities in France	More than, less than, as many as...		
Key Learning Activities/Formative Assessment			
Key Learning Activity/Formative Assessment <i>(representative samples from beginning to end of unit)</i>	How does this activity support the unit goals or	Mode of Communication	Interculturality Self

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	performance tasks?		Community World
Read article in English on Where Should I Live? 14 Important Factors When Deciding the Best Place to Live. Have students organize comments in French about factors that are appropriate for their city based on their perspectives.	Flip article outside of class to provide structure for in class discussions	Interpretive	S, C
Listen to someone give the location of a place in the city, and locate that place on a map	Practice following directions on a map	Interpretive	S, C, W
Ask and give directions from one place to another on a city map.	Practice asking and giving directions	Interpersonal	C, W
Make a map of a French city and label businesses, services, etc.	Practice names of businesses, services, etc	Presentational	C,W
Create an advertisement for a business in the city	Practice names of businesses and their purposes	Presentational	C,W
Resources		Technology Integration	
<p>Where Should I Live? http://www.moneycrashers.com/where-should-i-live-decide-best-places/</p> <p>Poitiers – YouTube video www.futuroscope.com www.ta-meteo.fr/poitiers.htm http://www.ot-poitiers.fr/accueil/decouvrir/decouvrirlecentrehistorique.aspx http://www.histoiredepoitiers.fr/histoire.html http://www.histoire-en-ligne.com/spip.php?article262 – Diane de Poitiers http://www.villagesdefrance.fr/ http://www.jeux-geographiques.com/jeux-en-ligne-Jeu-Villes-de-France-_pageid39.html</p>		<p>www.skype.com allows you to connect with others via live video</p> <p>http://edu.glogster.com/ allows students to create online multimedia posters with text, photos, videos, graphics, sounds, drawings, data attachments</p>	

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