

Subject and Unit	Grade	6 Weeks	Estimated Time Frame
Bon Voyage French 1 Chapter 9 Purchasing a train ticket, requesting arrival and departure information using train travel expressions; Point out people or things	8	2nd	9 days
<b>TEKS / Student Expectations:</b>		<b>Vocabulary &amp; Culture/ Examples/ Specifications:</b>	
<b>TEKS N.1.A</b> Engage in <b>oral and written exchanges</b> of learned material to socialize and to provide and obtain information		Students will Purchase a train ticket and request information Use expressions related to train travel Describe people’s activities	
<b>TEKS N.1.B</b> Demonstrate understanding of simple, clearly <b>spoken, and written language</b> such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics		Understand and interpret teacher discourse on chapter theme Understand and interpret audio and video recordings on chapter theme Understand and interpret conversations and reading passages in chapter	
<b>TEKS N.1.C</b> <b>Present information</b> using familiar words, phrases, and sentences to listeners and readers		Simulate train depot and travel experience using the chapter vocabulary and grammar.	
<b>TEKS N.2.A</b> Demonstrate an understanding of the practices ( <b>what people do</b> ) and how they are related to the perspectives ( <b>how people perceive things</b> ) of the cultures studies		Discuss train travel in the Africa and in France.	
<b>TEKS N.2.B</b> Demonstrate an understanding of the products ( <b>what people create</b> ) and how they are related to the perspectives ( <b>how people perceive things</b> ) of the cultures		Discuss train travel in France, US, and Canada.	

studies	
<b>TEKS N.3.A</b> Use <b>resources</b> (that may include technology) in the language and cultures being studied <b>to gain access to information</b>	Research train travel using French websites
<b>TEKS N.3.B</b> Use the language to obtain, reinforce, or expand knowledge of <b>other subject areas</b>	Read a French train timetable and determine how long a train trip takes.
<b>TEKS N.4.A</b> Demonstrate an understanding of the nature of language through <b>comparisons</b> of the student's own <b>language</b> and the language studied	Cite, compare, and contrast French and English cognates.
<b>TEKS N.4.B</b> Demonstrate an understanding of the concept of <b>culture</b> through <b>comparisons</b> of the student's own culture and the cultures studied	Compare and contrast train travel in Africa, France, Canada, and the US.
<b>TEKS N.4.C</b> Demonstrate an understanding of the <b>influence of one language and culture on another</b>	Explore the influence of French clothing design on American clothing
<b>TEKS N.5.A</b> Use language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate	Plan a trip to a francophone city and present it in French to the class.
<b>TEKS N.5.B</b> Show evidence of becoming a lifelong learner by using the language for personal enrichment and career development	Travel and study abroad.
<b>Grammar:</b>	<b>Instructional Resources / Textbook Correlations:</b>

<p>Verbs RE in the present tense  Demonstrative  Verbs DIRE, ÉCRIRE , and LIRE in the present tense</p>	<p>Bon Voyage textbook p 290-321  Vocabulary transparencies 9.1-9.5  Audio CD 6  Audio activities TE p 110-121  Workbook p 87-94  Interactive CD-ROM  BV video episode 9  Situation cards chapter 9  Communication transparency C9  Marathon mental video quiz  Assessments p 45-138  InfoGap C9  French.glencoe.com  QUIA</p>
<b>Weblinks / Other Resources:</b>	
<p><a href="http://www.quia.com/pages/bonvoyagefr1.html">www.quia.com/pages/bonvoyagefr1.html</a>  French.glencoe.com  <a href="http://www.nrcsa.com">http://www.nrcsa.com</a> (study abroad)  <a href="http://france.lang.uiuc.edu/ccv1/">http://france.lang.uiuc.edu/ccv1/</a> (la Francophonie)  <a href="http://french.glencoe.com">http://french.glencoe.com</a> (la SNCF)  <a href="http://conjuguemos.com/french/index.html">http://conjuguemos.com/french/index.html</a>  www.yahoo.fr/</p>	
<b>Best Instruction:</b>	
<p>Frequent use of and exposure to the target language during instruction.  Teacher expectation for student use of the target language in and out of the classroom  Use of realia as a tool of instruction</p>	