

Unit at a Glance

Overview of Unit	Field of Experience
<i>Réunion à Québec</i> provides students with a glimpse into French Canadian history and culture. Through the story of two Francophone adolescents joining a family reunion in Quebec City during festival time, students learn how to plan a trip and find key tourist sites in the city. To enrich the experience, students will also explore aspects of New France, by reading a fictional journal of a <i>voyageur</i> and viewing authentic video footage of the annual <i>Fêtes de la Nouvelle-France</i> .	Experiences with travel and tourism.

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
Lesson 1 <i>Réunion à Québec</i> (Introduction to the unit) Duration 40–60 min	<ul style="list-style-type: none"> identify the theme of written texts identify knowledge, experience, and attitudes in relation to the theme predict the content of written texts demonstrate comprehension of oral and written texts recognize new knowledge acquired produce oral and written messages 	<ul style="list-style-type: none"> practise anticipating meaning practise expressions that clarify communication of thoughts and opinions use common language patterns
Lesson 2 <i>Grande réunion de la famille Charbonneau</i> Duration 40–60 min	<ul style="list-style-type: none"> identify prior knowledge and experience in relation to the theme produce oral and written messages predict the content of oral and written texts locate specific points of information in oral and written texts identify language-learning strategies identify information needed to complete a communicative task demonstrate comprehension of oral and written texts identify attitudes and behaviours in relation to the theme 	<ul style="list-style-type: none"> practise anticipating meaning practise expressions that clarify communication of thoughts and opinions observe non-verbal communication observe the ways in which different generations speak, especially in their vocabulary summarize short oral and written texts use common language patterns work in a group and use correct social skills
Lesson 3 <i>Découvrez Québec cet été !</i> Duration Approx. 40 min	<ul style="list-style-type: none"> identify attitudes and behaviours in relation to the theme predict the content of oral and written texts identify language-learning strategies produce oral and written messages locate specific points of information in oral and written texts recognize and apply acquired knowledge in new situations 	<ul style="list-style-type: none"> practise anticipating meaning summarize short oral and written texts practise expressions that clarify communication of thoughts and opinions use common language patterns work in a group and use correct social skills
Lesson 4 <i>À l'agence de voyages</i> Duration Two 40-min periods	<ul style="list-style-type: none"> predict the content of oral and written texts identify language-learning strategies locate specific points of information in oral and written texts produce oral and written messages demonstrate comprehension of oral and written texts recognize and apply acquired knowledge in new situations 	<ul style="list-style-type: none"> practise anticipating meaning observe non-verbal communication examine the specifics of certain language functions use common language patterns practise expressions that clarify communication of thoughts and opinions work in a group and use correct social skills
Lesson 5 <i>Un horaire de trains</i> Duration Two 40-min periods	<ul style="list-style-type: none"> identify prior knowledge and experience in relation to the theme produce oral and written messages identify language-learning strategies demonstrate comprehension of oral and written texts identify information needed to complete a communicative task recognize and apply new knowledge acquired 	<ul style="list-style-type: none"> recognize the links between function/situation and the variety of word choice work in a group and use correct social skills use common language patterns practise anticipating meaning summarize short oral and written texts
Lesson 6 <i>Étude de la langue and Au boulot !</i> (First Subtask) Duration Two 40-min periods	<ul style="list-style-type: none"> identify the vocabulary and language structures required to communicate in a specific situation produce oral and written messages demonstrate comprehension of oral and written texts recognize and apply acquired knowledge in context verify the success of attempts at communication and comprehension recognize and correct errors in communication 	<ul style="list-style-type: none"> recognize the links between function/situation and the variety of word choice use common language patterns practise expressions that clarify communication of thoughts and opinions examine the specifics of certain language functions work in a group and use correct social skills practise self-monitoring progress practise self-correcting
Lesson 7 <i>Les Fêtes de la Nouvelle-France</i> Duration Two 40-min periods	<ul style="list-style-type: none"> identify prior knowledge and experience in relation to the theme predict the content of oral and written texts identify language-learning strategies produce oral and written messages recognize and apply acquired knowledge in new situations demonstrate comprehension of oral and written texts 	<ul style="list-style-type: none"> practise anticipating meaning observe non-verbal communication summarize short oral and written texts practise expressions that clarify communication of thoughts and opinions work in a group and use correct social skills use common language patterns use techniques allowing communication to continue
Lesson 8 <i>Étude de la langue and Au boulot !</i> (Second Subtask) Duration Two 40-min periods	<ul style="list-style-type: none"> identify the vocabulary and language structures required to communicate in a specific situation recognize and apply acquired knowledge in new situations locate specific points of information in oral and written texts demonstrate comprehension of oral and written texts produce oral and written messages verify the success of attempts at communication and comprehension recognize and correct errors in communication 	<ul style="list-style-type: none"> recognize the links between function/situation and the variety of word choice use common language patterns work in a group and use correct social skills practise expressions that clarify communication of thoughts and opinions practise self-monitoring progress practise self-correcting use techniques allowing communication to continue

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Create and present a plan for a travel experience.	Use of standard French to plan and enjoy a trip. Presence and history of Francophones in Canada: <i>les voyageurs</i> and the Quebec City festival <i>Les Fêtes de la Nouvelle-France</i> .	<p>Subtask:</p> <ul style="list-style-type: none"> • Prepare an itinerary for an imaginary trip. • Create a city map and give street directions to tourist sites. • Write a postcard in a prescribed format. <p>Final Task:</p> <ul style="list-style-type: none"> • Write and present orally a detailed description of a <i>projet de voyage</i>, using visual aids.

Language Outcomes	Cultural Outcomes	Assessment	Materials
<ul style="list-style-type: none"> • preposition <i>en</i> • double verb constructions with <i>pouvoir</i> and <i>vouloir</i> • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to communicate preferences and experiences • Présence des francophones: identify Francophone areas of Canada (and the world, depending on students' travel experiences) 	Diagnostic	TRG pp. 1–10 SB p. 1 [<i>livre</i> pp. 102–103] WB pp. 2–5 BLM 1, 2, 3 (TRG pp. 8–10)
<ul style="list-style-type: none"> • <i>le futur proche</i> • double verb constructions • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: discover French expressions and different levels of language used by adolescent Francophones • Présence des francophones: learn cultural and historical information about the French presence in North America 	Formative	TRG pp. 11–17 SB pp. 2–3 [<i>livre</i> pp. 104–105] WB p. 6 Video Segment 1: <i>La visite à Québec</i> CD Track 2 BLM 4 (TRG p. 17)
<ul style="list-style-type: none"> • <i>le futur proche</i> • double verb constructions • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to create and present a dialogue • Présence des francophones: discuss travel preferences based on cultural and historical information about Québec 	Formative	TRG pp. 18–22 SB pp. 4–5, 27 [<i>livre</i> pp. vi, 106–107] WB p. 7 CD Tracks 3 and 4 BLM 3, 4 (TRG pp. 10, 17)
<ul style="list-style-type: none"> • questions using <i>est-ce que</i> and <i>l'inversion</i> • double verb constructions • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to create and present a mini-dialogue 	Formative	TRG pp. 23–29 SB pp. 6–7, 27 [<i>livre</i> pp. vi, 108–109] Video Segment 2: <i>À l'agence de voyages</i> BLM 3, 4 (TRG pp. 10, 17)
<ul style="list-style-type: none"> • international standard time • <i>le futur proche</i> • double verb constructions • vocabulary from units under study • use of resources 	<ul style="list-style-type: none"> • Le parler des francophones: learn how to use 24-hour international standard notation 	Formative	TRG pp. 30–35 SB pp. 8–9, 27 [<i>livre</i> pp. vi, 110–111] WB pp. 8–11 CD Tracks 6–8
<ul style="list-style-type: none"> • present tense of the verbs <i>partir</i> and <i>arriver</i> • prepositions <i>à</i> and <i>de</i> • double verb constructions • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to plan the itinerary of an imaginary trip 	Formative/Summative	TRG pp. 36–48 SB pp. 6–11 [<i>livre</i> pp. 108–113] WB pp. 4, 12–14, 27 CD Track 9 BLM 3, 6, 7, 8, 9, 10 (TRG pp. 10, 43–47) BLM 11: Assessment Rubric—First Subtask (TRG p. 48) BLM 22: Assessment Tracking Sheet (TRG p. 102)
<ul style="list-style-type: none"> • present tense of irregular verbs • double verb constructions • subject-verb inversions • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to give and receive directions • Présence des francophones: discover the various cultural activities and events at <i>Les Fêtes de la Nouvelle-France</i> 	Formative	TRG pp. 49–62 SB pp. 12–15, 27 [<i>livre</i> pp. vi, 114–117] WB pp. 7, 15 Video Segment 3: <i>Un reportage : Les Fêtes de la Nouvelle-France</i> CD Tracks 10 and 11 BLM 12A, 12B, 13A, 13B, 13C (TRG pp. 58–62)
<ul style="list-style-type: none"> • double verb constructions with <i>pouvoir</i> • use of the negative form <i>ne... pas</i> • subject-verb inversions • vocabulary from units under study 	<ul style="list-style-type: none"> • Le parler des francophones: use standard French to give directions for visiting tourist sites on an imaginary trip 	Formative/Summative	TRG pp. 63–73 SB pp. 13–17, 26 [<i>livre</i> pp. 115–119, 155] WB pp. 2, 4–5, 16–17, 28 CD Tracks 12 and 13 BLM 14, 15A, 15B (TRG pp. 70–72) BLM 16: Assessment Rubric—Second Subtask (TRG p. 73) BLM 22: Assessment Tracking Sheet (TRG p. 102)

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes	
<p>Lesson 9 <i>La vie d'un voyageur</i></p> <p>Duration 40 min</p>	<ul style="list-style-type: none"> • identify prior knowledge in relation to the theme • predict the content of written texts • produce oral and written messages • demonstrate comprehension of oral and written texts • identify language-learning strategies • locate specific points of information in oral and written texts • apply acquired knowledge in new situations 	<ul style="list-style-type: none"> • practise anticipating meaning • practise expressions that clarify communication of thoughts and opinions • use common language patterns 	
<p>Lesson 10 <i>Un gros bonjour !</i></p> <p>Duration 40–60 min</p>	<ul style="list-style-type: none"> • identify prior knowledge and experience in relation to the theme • predict the content of written texts • identify the function and purpose of written texts • identify the vocabulary and language structures required to communicate in a specific situation • recognize and apply acquired knowledge in context • produce oral and written messages 	<ul style="list-style-type: none"> • practise anticipating meaning • recognize the links between function/situation and the variety of word choice • summarize short oral and written texts • use common language patterns • practise expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills 	
<p>Lesson 11 <i>Étude de la langue and Au boulot !</i> (Third Subtask)</p> <p>Duration Two 40-min periods</p>	<ul style="list-style-type: none"> • identify the vocabulary and language structures required to communicate in a specific situation • apply acquired knowledge in new situations • demonstrate comprehension of oral and written texts • produce oral and written messages • verify the success of attempts at communication and comprehension • recognize and correct errors in communication 	<ul style="list-style-type: none"> • examine the specifics of certain language functions • use common language patterns • practise expressions that clarify communication of thoughts and opinions • work in a group and use correct social skills • practise self-monitoring progress • practise self-correcting 	
<p>Final Task <i>Mon voyage imaginaire</i></p> <p>Duration Two 40-min periods</p>	<ul style="list-style-type: none"> • demonstrate comprehension of written texts • identify language-learning strategies • identify prior knowledge in relation to the theme • identify information needed to complete a communicative task • apply acquired knowledge in new situations • produce oral and written messages • verify the success of attempts at communication and comprehension • recognize and correct errors in communication • evaluate oral messages received in a variety of oral interactions 	<ul style="list-style-type: none"> • summarize short written texts • observe non-verbal communication • recognize the links between function/situation and the variety of word choice • practise expressions that clarify communication of thoughts and opinions • practise self-monitoring progress • practise self-correcting • work in a group and use correct social skills 	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> present tense of irregular verb <i>devoir</i> <i>le futur proche</i> double verb constructions vocabulary from units under study 	<ul style="list-style-type: none"> Présence des francophones: demonstrate knowledge of the history of Québec 	Formative	TRG pp. 74–79 SB pp. 18–19, 27 [<i>livre</i> pp. vi, 120–121] WB pp. 18–19 CD Tracks 14 and 15
	<ul style="list-style-type: none"> <i>le futur proche</i> double verb constructions vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to write a postcard Présence des francophones: identify a variety of cultural sites and activities in Québec 	Formative	TRG pp. 80–84 SB pp. 18–21 [<i>livre</i> pp. 120–123] WB pp. 5, 20–22
	<ul style="list-style-type: none"> compound subjects double verb constructions vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to write a postcard 	Formative/ Summative	TRG pp. 85–96 SB pp. 20–23, 26 [<i>livre</i> pp. 122–125, 156] WB pp. 5, 20–25, 29 CD Track 17 BLM 17, 18, 19A, 19B (TRG pp. 92–95) BLM 20: Assessment Rubric—Third Subtask (TRG p. 96) BLM 22: Assessment Tracking Sheet (TRG p. 103)
	<ul style="list-style-type: none"> irregular verb <i>partir</i> compound subjects <i>le futur proche</i> double verb constructions vocabulary from units under study use of resources 	<ul style="list-style-type: none"> Le parler des francophones: use standard French to write and present a description of an imaginary trip 	Summative	TRG pp. 97–101 SB pp. 24–25, 28 [<i>livre</i> pp. 1, 126–127] WB p. 26 Video Segment 4: <i>Le voyage de Kevin</i> CD Track 18 BLM 3 (TRG p. 10) BLM 21: Assessment Rubric—Final Task (TRG p. 101) BLM 22: Assessment Tracking Sheet (TRG p. 103)