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| Teacher: | Course: French III | Period(s): | Week of: / Dates: |
| Unit Title: | |  |  |
| State Standards: | |  |  |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Plan | Activities (aligned, sequenced, build, time) | Student Work | (Thinking & Problem Solving, Real World) | Assessment | (aligned, rubrics, >2, written) |  | Materials | Accommodations (IEP, 504, ESOL) |
| **Monday** | **ILPS.1**- I can talk about people, activities, events, and experiences. | Students will be able to: discuss Victor Hugo’s Les Misérables and use the present conditional tense. | | Model use of vocabulary and verbs. . Elicit vocabulary and facts about “Guillaume le Conquerants”. Review childhood stories and complete them in the passé composé or l’imparfait. Review lyrics of French pop songs | | Students form sentences with obj. pronoun “en” and form sentences with le conditionnel.  Students discuss Les Misérables. | | Complete exercises with conditional or the imperfect.  Respond to questions about chapters 7 to 9 in Les Misérables. | | Individual heterogeneous  Paired groups at times | Usual materials | ESOL students will be allowed extra time on tests and access to Spanish / French dictionaries. They can be paired with a helpful student. |
| **Tuesday** | **ILPS.1**- I can talk about people, activities, events, and experiences. | Students will be able to: discuss Victor Hugo’s Les Misérables and use the present conditional tense. | | Model use of vocabulary and verbs. . Elicit vocabulary and facts about “Guillaume le Conquerants”. Review childhood stories and complete them in the passé composé or l’imparfait. Review lyrics of French pop songs | | Students discuss childhood stories and complete exercises with appropriate past tense and form sentences with le conditionnel. | | Complete exercises with conditional or the imperfect.  Respond to questions about chapters 7 to 9 in Les Misérables. | | Individual heterogeneous  Paired groups at times | Usual materials | ESOL students will be allowed extra time on tests and access to Spanish / French dictionaries. They can be paired with a helpful student. |
| **Wednesday** | **ILPS.1**- I can talk about people, activities, events, and experiences. | Students will be able to: discuss Victor Hugo’s Les Misérables and use the present conditional tense.. | | Model use of vocabulary and verbs. . Elicit vocabulary and facts about “Les Misérables”.  Model structure of “en” as an object pronoun. | | Students form sentences with obj. pronoun “en” and form sentences with le conditionnel.  Students discuss Les Misérables. | | **Exercice 5**  Complete exercisein present conditional | | Individual heterogeneous  Paired groups at times | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary, and may be paired with a mature helpful student. |
| **Thursday** | **ILPS.1**- I can talk about people, activities, events, and experiences. | Students will be able to: discuss Victor Hugo’s Les Misérables and use the present conditional tense. | | Model use of vocabulary and verbs. . Elicit vocabulary and facts about “Les Misérables”.  Model structure of “en” as an object pronoun. | | Students form sentences with obj. pronoun “en” and form sentences with le conditionnel.  Students discuss Les Misérables. | | Students summarize chapters in Les Misérables | | Individual heterogeneous  Paired groups at times | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary, and may be paired with a mature helpful student. |
| **Friday** | **ILPS.1**- I can talk about people, activities, events, and experiences. | Students will be able to: discuss Victor Hugo’s Les Misérables and use the present conditional tense. | | Model use of vocabulary and verbs. . Elicit vocabulary and facts about “Les Misérables”.  Model structure of “en” as an object pronoun. | | Students form sentences with obj. pronoun “en” and form sentences with le conditionnel.  Students discuss Les Misérables. | | Write exercise 7 | | Individual heterogeneous  Paired groups at times | Usual materials | ESOL students may work with another student for support and may use French Spanish dictionary, and may be paired with a mature helpful student. |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.