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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 Monsieur Blot’s  trip and French travel as well as proper use of passé composé and l’imparfait. | | Model use of vocabulary and verbs. Explain how to form the future tense. Elicit vocabulary and facts about Mr. Blot’s trip. Review childhood stories and complete them in the passé composé or l’imparfait. Review lyrics of French pop songs. | | Students discuss visuals about French travel, and students discuss Monsieur Blot and complete exercises with appropriate past tense. | | Complete stories with passé composé or l’imparfait. | | 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 Monsieur Blot’s  trip and French travel as well as proper use of passé composé and l’imparfait. | | Model use of vocabulary and verbs. Explain how to form the future tense. Elicit vocabulary and facts about Mr. Blot’s trip. Review childhood stories and complete them in the passé composé or l’imparfait. Review lyrics of French pop songs. | | Students discuss visuals about French travel, and students discuss Monsieur Blot and complete exercises with appropriate past tense.. | | Complete stories with passé composé or l’imparfait. | | 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 Monsieur Blot’s  trip and French travel as well as proper use of passé composé and l’imparfait. | | Model use of vocabulary and verbs. Explain how to form the future tense. Elicit vocabulary and facts about Mr. Blot’s trip. Review childhood stories and complete them in the passé composé or l’imparfait. Review lyrics of French pop songs. | | Students discuss visuals about French travel, and students discuss Monsieur Blot and complete exercises with appropriate past tense. | | **Exercice 1**  **Qui and que – quiz**  Complete stories with passé composé or l’imparfait. | | 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 Monsieur Blot’s  trip and French travel as well as proper use of passé composé and l’imparfait. | | Model use of vocabulary and verbs. Explain how to form the future tense. Elicit vocabulary and facts about Mr. Blot’s trip. Review childhood stories and complete them in the passé composé or l’imparfait. Review lyrics of French pop songs. | | Students discuss visuals about French travel, and students discuss Monsieur Blot and complete exercises with appropriate past tense. | | Complete stories with passé composé or l’imparfait. | | 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 abridged version of “Les Misérables as well as use of passé composé and l’imparfait.properly. | | Model use of vocabulary and verbs. . Elicit vocabulary and facts about “Les Misérables”. 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. | | Write exercise 2 | | 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.