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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 Guillame le Conquerant and use l’imparfait and the passé composé correctly and form the plus que parfait. | | 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 plus que parfait. | | 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 Guillame le Conquerant and use l’imparfait and the passé composé correctly and form the plus que parfait. | | 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 plus que parfait. | | 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 Guillame le Conquerant and use l’imparfait and the passé composé correctly and form the plus que parfait. | | 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 plus que parfait. | | **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 Guillame le Conquerant and use l’imparfait and the passé composé correctly and form the plus que parfait. | | 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 plus que parfait. | | 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 Guillame le Conquerant and use l’imparfait and the passé composé correctly and form the plus que parfait. | | 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 plus que parfait. | | 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.