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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 French vacations, use “que & qui as well as “depuis” with the present tense, and form the passé composé with reflexive verbes. | | Model use of vocabulary and verbs. Explain use or relative pronouns, qui and que, and the use of depuis with the present tense. Read lesson text and elicit vocabulary with questions. | | Students discuss visuals about French vacation, and students discuss video. Students question each other in paired groups. | | Dialogue assessment | | 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 French vacations, use “que & qui as well as “depuis” with the present tense, and form the passé composé with reflexive verbes. | | Model use of vocabulary and verbs. Explain use or relative pronouns, qui and que, and the use of depuis with the present tense. Read lesson text and elicit vocabulary with questions. | | Students discuss visuals about French vacation, and students discuss video. Students question each other in paired groups. | | Chapter test | | 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 Jeanne d’Arc and use the passé composé and the imperfect tense. | | Model use of vocabulary and verbs. Explain use or relative pronouns, qui and que, and the use of depuis with the present tense. Read lesson text and elicit vocabulary with questions. | | Students read and discuss Jeanne d’Arc andr stories of my childhood. Students question each other in paired groups. | | **Imperfect and passé composé execice** | | 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 Jeanne d’Arc and use the passé composé and the imperfect tense. | | Model use of vocabulary and verbs. Explain use or relative pronouns, qui and que, and the use of depuis with the present tense. Read lesson text and elicit vocabulary with questions. | | Students read and discuss Jeanne d’Arc andr stories of my childhood. Students question each other in paired groups. | | **Imperfect and passé composé execice** | | 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 Jeanne d’Arc and use the passé composé and the imperfect tense. | | Model use of vocabulary and verbs. Explain use or relative pronouns, qui and que, and the use of depuis with the present tense. Read lesson text and elicit vocabulary with questions. | | Students read and discuss Jeanne d’Arc andr stories of my childhood. Students question each other in paired groups. | | **Imperfect and passé composé execice** | | 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.