

**PEMBROKE PUBLIC SCHOOLS**  
**Unit Map and Explanations- Department of World Languages**

Course Overarching Essential Questions:

- How to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics related to a variety of French speaking countries?
- How to interact and negotiate meaning in spontaneous spoken, or written conversations to share information, reactions, ideas, feelings, opinions, and perspectives
- How to present information, concepts, ideas, feelings, opinions, and perspectives to inform, explain, persuade and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers
- How to interact appropriately in French with others in and from a variety of cultures within the French speaking world.

**Student Proficiency Level: Intermediate-Low**

<b>SUBJECT:</b> French		<b>COURSE:</b> FRENCH 3H/CP		<b>GRADE LEVEL(S):</b> 10	
<b>UNIT / THEME/GENRE :</b> 1- LA RENTREE		<b>TIME REQUIRED:</b> 3 WEEKS		<b>LATEST REVISION:</b> October 2022- Saviz Safizadeh	
<b>INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S):</b> FRENCH 1, FRENCH 2					
<b>ESSENTIAL QUESTION</b>	<b>KNOWLEDGE</b> <i>Students will know:</i>	<b>UNDERSTANDING</b> <i>Students will understand that:</i>	<b>TRANSFER SKILLS</b> <i>Students will be able to independently apply:</i>	<b>STD.</b>	
<ul style="list-style-type: none"> <li>• How are cultural perspectives reflected in social practices?</li> <li>• Why is practice important?</li> </ul>	<ul style="list-style-type: none"> <li>• Studying other cultures and customs offers insights into our own</li> <li>• Refinement in the learning of a foreign language comes from practice and reviewing the grammatical rules</li> </ul>	<ul style="list-style-type: none"> <li>• Studying other cultures and customs offers insights into our own</li> <li>• Refinement in the learning of a World language comes from practice and reviewing the grammatical rules</li> <li>• Learning a world language combines</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to use their learning to review the forms of a variety of -er, -ir, and -re verbs in passe compose, imparfait, and present tenses in context</li> <li>• Students will be able to use their learning to review the conjugation of irregular</li> </ul>	<u>Communication Standards:</u> (IL.1.a) (IL.1.b) (IL.2.a) (IL.2.b) (IL.3.a) (IL.3.b)	

<p>What does it mean “to know” the language?</p>	<ul style="list-style-type: none"> <li>• Learning a foreign language combines listening, writing and speaking practice</li> <li>• Vocabulary expressions related to school</li> <li>• School system in France</li> <li>• Important dates in the school calendar in France</li> <li>• Describe daily activities</li> <li>• Describe preferences of activities, school subjects, schedule</li> <li>• Typical schedule of high school students in France</li> </ul>	<p>listening, writing and speaking practice</p> <ul style="list-style-type: none"> <li>• French adolescents shake hands and kiss each other on the cheeks to say `bonjour and au revoir</li> <li>• Understand that in France students can go home for lunch and return to school</li> <li>• Formulating a question can be as easy as subject-verb inversion</li> </ul> <div style="background-color: #cccccc; text-align: center; padding: 5px; font-weight: bold;">COMMON MISUNDERSTANDINGS</div> <ul style="list-style-type: none"> <li>• Students tend to translate concepts from English to French. This strategy works to understand the main idea but it does not work when speaking or writing.</li> <li>• English speakers have a hard time with conjugation in general and tend to leave verbs</li> </ul>	<p>verbs: avoir/être/faire and a few idiomatic expressions for each.</p> <ul style="list-style-type: none"> <li>• Summarize the content of authentic written texts and/or audio and video presentations by using connected sentences and much paragraph-like discourse</li> <li>• Contrast and compare habits of the teenagers in the US and France</li> <li>• Give their opinions on the school system in France and US</li> <li>• Evaluate the advantages and disadvantages of American and French school systems</li> <li>• Describe preparations for the new school year by using connected sentences and much paragraph-like discourse</li> <li>• Contrast and compare school calendar in US and France</li> </ul>	<p>(IL.4.a) (IM.1.a) (IM.1.b) (IM.2.b) (IM.3.a) (IM.4.a) (IM.4.b) <u>Linguistic Cultures Standards:</u> (IL.5.a) (IL.5.b) (IL.6.a.1) (IL.6.a.2) (IL.6.b.1) (IL.6.b.2) (IL.6.b.3) (IM.6.a.1) (IM.6.b.1) (IM.6.b.3) <u>Lifelong Learning Standards</u> (IL.7.a) (IL.7.b) (IL.8.b.1) (IL.8.b.2) (IM.8.a.1)</p>
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		<p>conjugated in a variety of sentences.</p> <ul style="list-style-type: none"><li>• Using two forms of past tense is a great challenge to most students as many verb tenses do not translate</li></ul>	<ul style="list-style-type: none"><li>• Discuss the role of education in their lives by using connected sentences and much paragraph-like discourse</li><li>• Ask and answer questions on school related topics</li><li>• Make a list of challenges that high school students face in US</li><li>• Students will use their past and current learning to compare and contrast the school system and students' habits/attitudes in their community and in France or another French speaking region</li><li>• Discuss the impact of education on people's lives in US and French-speaking countries</li><li>• Understand fully and with ease short, non-complex text on the topic of education</li></ul> <p>-.</p>	
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**CEPA(S)** (*Curriculum Embedded Performance Assessments*): *Include information from assessment evidence and list/name any rubric or toolkit used*

**Formative:**

Discovering French workbook- Blanc

**Summative:**

Discovering French Blanc - Et vous? (p. 6-11)

Discovering French Blanc- A votre tours (p. 26-27)

**RESOURCES:**

**VOCABULARY BY TIER: (CCSS AND WIDA)**

Tier 1 (general vocabulary that is used in daily life) Un cours, une classe, un collègue, un lycée, une école

Tier 2 (vocabulary that will be encountered in other content areas): l'histoire, la géographie, l'informatique, le sport, les arts plastiques, la technologie, une école publique, ou, quand, comment, pourquoi, a quelle heure, est-ce que/qu'est-ce que, j'aimerais, je voudrais, s'il vous plaît, addition

Tier 3 (history-social studies specific vocabulary): Les langues, la physique, la techno, la géo, la philo, avec qui/de qui?

**Lesson Plan List** (*numbered list with a brief description of each lesson*)

1. La vie scolaire: Les nombres, la date, l'heure et le temps
2. Les choses de la vie courante/les activités
3. L'identité
4. La nationalité
5. La famille et les amis

**Reflections on lessons as implemented:**

Students have a learning loss when they return from their summer vacation. This causes us to have to spend time to recap/review last year's learning and for so many it sounds like new learning because we start language learning so late in our district that student's learning of basic concept has not quite solidified.

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| <ol style="list-style-type: none"><li>6. La profession</li><li>7. Des présentations</li><li>8. Au téléphone</li><li>9. Allons dans un café</li><li>10. Les expressions avec AVOIR</li><li>11. Les expressions avec FAIRE</li><li>12. Les questions avec inversion</li><li>13. Verbe ALLER, la construction aller + infinitif</li><li>14. Le présent avec depuis</li></ol> |  |
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