

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

SUBJECT: French		COURSE: FRENCH 3H/CP		GRADE LEVEL(S): 10	
UNIT / THEME/GENRE : 2- VIVE LE SPORT		TIME REQUIRED: 5 WEEKS		LATEST REVISION: October 2022- Saviz Safizadeh	
INTRODUCTION / CONNECTIONS TO PREVIOUS UNIT(S): UNIT 1 AND FRENCH 2, FRENCH 1 CONCEPTS					
ESSENTIAL QUESTION	KNOWLEDGE <i>Students will know:</i>	UNDERSTANDING <i>Students will understand that:</i>	TRANSFER SKILLS <i>Students will be able to independently apply:</i>	STD.	
<ul style="list-style-type: none"> • What are the names and descriptions of popular/favorite sports in French speaking regions • How to talk about daily activities and personal care 	<ul style="list-style-type: none"> • Extensive list of sport activities and wellness • Review of verbs related to wellness and self-care (se laver, se • Describe one's physical features • Tell what is wrong when you feel sick or when you feel pain • The verb courir (to run) 	<ul style="list-style-type: none"> • In France and most French speaking countries soccer is more popular than in the US and is called Le Football or le foot • In French we use an article to indicate the part of the body that is in question: Je leve le bras, j'ai mal a la tête 	<ul style="list-style-type: none"> • Using the passe compose, describe a course of events that led to a sport related injury and how to care for that injury • Describe your daily routine by using a variety of reflexive verbs in the present tense. • Conjugation of verbs in imperfect tense 	<u>Communication Standards:</u> (IL.1.a) (IL.1.b) (IL.2.a) (IL.2.b) (IL.3.a) (IL.3.b)	

<p>How to identify various parts of the body How to explain ways to stay fit How/when to use pronouns to refer to location and quantity</p>	<p>Using pronouns improve the quality of our writing because we can avoid repetitions</p>	<p>Present conjugation of verbs from the third group: courir, croire, voir also called the “boot verbs” follow the same conjugation pattern for their first and second person plural Verbs like “se laver” change the place of their pronoun in the imperative form”</p>	<ul style="list-style-type: none"> • Difference between past/”le passé composé” and imperfect tenses • Commonly used prepositions of time • Facts about life in France and French-Speaking countries in the past 100 years • Linking expressions . 	<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>
		<p>COMMON MISUNDERSTANDINGS</p>		
		<p>Students tend to create meaning by translating their thinking from English to French. This presents a number of problems when they learn the French imperfect because translation does not work to convey the same order of events.</p>		

CEPA(S) (*Curriculum Embedded Performance Assessments*): Include information from assessment evidence and list/name any rubric or toolkit used

Formative:

Discovering French workbook- Blanc, p. 368-431

Summative:

Discovering French Blanc - A votre tours (p. 297)

Discovering French Blanc- A votre tours (p.306-307)

Discovering French Blanc- Reading comprehension/writing expression in context: Pauvre Monsieur Bernard(p. 298-299)

Discovering French Blanc- Test de Controle (p. 308-309)

RESOURCES: DISCOVERING FRENCH (BLANC) CHAPTER 5 AND WORKBOOK, VIDEOS AND AUDIOS FROM DIGITAL ACCESS, YOUTUBE, TEACHER CREATED MATERIAL AND WORKSHEETS

VOCABULARY BY TIER: (CCSS AND WIDA)

Tier 1(general vocabulary that is used in daily life): le bras, droit/e, gauche, la grippe, malade,

Tier 2 (vocabulary that will be encountered in other content areas): respirer, un oeil, des yeux, un doigt, l'épaule, le cou, Le genou, un rhume, le ventre, souvent, quelques fois, de temps en temps, parfois, rarement, jamais

Tier 3 (French language specific vocabulary): l'escalade, la marche à pied, le patin a roulette, la planche à voile, l'équitation, la natation, avoir mal, se faire mal, Ca Va/ca ne va pas, qu'est-ce que tu as?, ne/presque jamais

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

1. Le sport, c'est la santé
2. Vocabulary list related to sports and activitiesLes sports individuels
3. Un peu de gymnastique
4. Un vrai sportif
5. Les pronoms en et y
6. L'article défini avec les parties du corps
7. La construction "je me lave les mains"

Reflections on lessons as implemented:

Students may need extensive practice and reteaching to capture the concept of pronouns en and y. They must be taught to not think of a location but think conceptually that:

- Cities do not have an article before them (Exception: le Havre)
- "En" is used when a location is feminine → Je vais en ville.

	<ul style="list-style-type: none">- Prepositions and article may form a contraction → je voyage au Québec- Countries ending with e are feminine → La France (Exception: le Cambodge, Le Mexique)