

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 : 3- SOYEZ À LA MODE		TIME REQUIRED: 6 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"> • How do I develop communicative competence? • How can I sound more like a native speaker? • What role does stereotyping play in forming and sustaining 	<ul style="list-style-type: none"> • Extensive list of clothing items, material, and patterns • Expressions to describe clothes (item/color/material/pattern/price) • Expressions to give opinion on clothes 	<ul style="list-style-type: none"> • Using the right register is an essential characteristic of culturally sensitive communication in French • Members of one culture may make assumptions about other cultures based on their own attitudes, values and beliefs. 	<ul style="list-style-type: none"> • Describe an outfit by giving details (fabric, price, design etc.) • Give and ask for opinion • Demonstrate mastery of conjugation of verbs “acheter, mettre, s’habiller” in the present tense and passé composé • Use pronouns CELUI and LEQUEL in various situations • Create and use adverbs ending with “-ment” 	<u>Communication Standards:</u> (IL.1.a) (IL.1.b) (IL.2.a) (IL.2.b) (IL.3.a) (IL.3.b)	

prejudices about other cultures? How can I explore other cultures without stereotyping?	Review of verbs related to clothing (acheter, mettre, s'habiller, porter) Forms of pronouns LEQUEL and CELUI Adverbs ending with "-ment" Names of major department stores in France Clothing habits of French teenagers	Some verbs like "acheter" take an accent that can be changed for the first and second person plural Some French verbs like "s'habiller" use a pronoun that changes with each person Count numbers above one hundred, thousand, million	Navigate French authentic shopping website when looking for clothes Choose clothes online and pay for purchases by using authentic electronic sources Engage in conversations on the topic of the unit Demonstrate comprehension of authentic conversations and written texts by answering questions in complex sentences on the topic of the unit Infer the meaning of some unfamiliar words in culturally authentic videos, audios, and written texts Summarize the content of target language culturally authentic audio, video, or written text from electronic information sources and other sources Draw conclusions from target language culturally authentic audio, video, or written text from electronic information sources and other sources	(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)	
		COMMON MISUNDERSTANDINGS			
		<ul style="list-style-type: none"> Students tend to translate one hundred to "un cent" instead of "cent" and same concept for the word Thousand (mille) Students forget that "mille" never takes an "s" even when in plural 			

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. 386-367)

Discovering French Blanc- A votre tours (p. 402-403)

Discovering French Blanc- Reading comprehension/writing expression in context: Monsieur Belhomme cherche une veste (p. 404-405)

Discovering French Blanc- Test de Controle (p. 406-407)

RESOURCES: DISCOVERING FRENCH (BLANC) CHAPTER 7 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): adjectives of color, les vêtements, les habits, le style, un grand magasin, acheter sur ligne, une casquette, un parapluie, des lunettes de soleil

Tier 2 (vocabulary that will be encountered in other content areas): le prix, bon marché, cher, la mode, particulièrement, une bague, une ceinture

Tier 3 (French language specific vocabulary): "combien ça coûte?", démodé(e), en vogue, la valise, des collants, un costume, un tailleur, des bijoux

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

1. Achetons des vêtements
2. Où et comment acheter des vêtements?
3. Taille et pointure
4. Armelle compte son argent
5. Feminin and masculin form of adjectives and place of adjectives in French with exceptions (BANGS adjectives)
6. Construction of adverbs-ement
7. Comparatives and superlatives
8. Les Vieilles Robes de Mamie
9. Le pronom interrogatif "lequel"
10. Le pronom démonstratif "celui"

Reflections on lessons as implemented:

Many grammar concepts in this unit require students to know if a noun is feminine or masculine. A general review of word endings for common masculine and feminine nouns may be needed. Students also need practice changing a masculine noun to its feminine form before they can do the same for masculine adjectives to their feminine form.

Students need a review of plural forms of masculine nouns ending with -al, ail