

Unit 3 (Trois) - Pronouns Copied from: French 3H, Copied on: 02/21/22

Content Area: **World Language**
Course(s): **World Language: French 3H**
Time Period: **JanFeb**
Length: **35 - Grades 11 -12**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

FRENCH 3H, 11 - 12 PRONOUNS

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: FRENCH TEACHER, KAREN ANDROS

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education K-8, ESL Coordinator K-12

Mr. George Droste, Director of Secondary Education

Board Approved: September 23, 2019

Unit Overview

Unit 3 - Pronouns

The students will differentiate between subject pronouns, direct & indirect object pronouns, and disjunctive pronouns with greater accuracy by:

- Rewriting sentences and paragraphs substituting names and objects for the correct pronouns;
- Speak about given scenarios accurately using the correct object pronouns.
- Read & identify pronouns in articles & stories.

Enduring Understanding

Enduring understandings:

- Successful communication i knowing how, when, and why to convey a message to different audiences;
- Words powerfully affect meaning;
- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in a text.

Essential Questions

Students will keep considering:

- How do I develop communicative competence?
- When does accuracy matter?
- What strategies do I need to communicate in linguistically and culturally appropriate ways?
- Why can one not translate directly from English to Target Language/ Target Language to English?
- How does fluency affect comprehension?

Exit Skills

Students will demonstrate ability to:

- shorten sentences to avoid redundancy;
- sound more like a native speaker using various types of pronouns to speak more concisely.

New Jersey Student Learning Standards (NJSLS-S)

| | |
|---------------|---|
| WL.7.1.IL.A.2 | Demonstrate comprehension of oral and written instructions connected to daily activities through appropriate responses. |
| WL.7.1.IL.A.4 | Use the target language to describe people, places, objects, and daily activities learned about through oral or written descriptions |
| WL.7.1.IL.A.5 | Demonstrate comprehension of conversations and written information on a variety of topics. |
| WL.7.1.IL.B.1 | Use digital tools to participate in short conversations and to exchange information related to targeted themes. |
| WL.7.1.IL.B.2 | Give and follow a series of oral and written directions, commands, and requests for participating in age - and level - appropriate classroom and cultural activities. |
| WL.7.1.IL.B.4 | Ask and respond to factual and interpretive questions of a personal nature or on school - related topics. |

| | |
|-------------------|--|
| WL.7.1.IL.B.5 | Engage in short conversations about personal experiences or events and/or topics studied in other content areas. |
| WL.7.1.IL.B.L.1.a | Ask and answer questions related to everyday life. |
| WL.7.1.IL.C.1 | Use knowledge about cultural products and cultural practices to create a multimedia - rich presentation on targeted themes to be shared virtually with a target language audience. |
| WL.7.1.IL.C.3 | Use language creatively to respond in writing to a variety of oral or visual prompts. |

Interdisciplinary Connections

| | |
|----------------|--|
| LA.W.11-12.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.11-12.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. |
| LA.L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| LA.L.11-12.2.B | Spell correctly. |
| LA.L.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

Learning Objectives

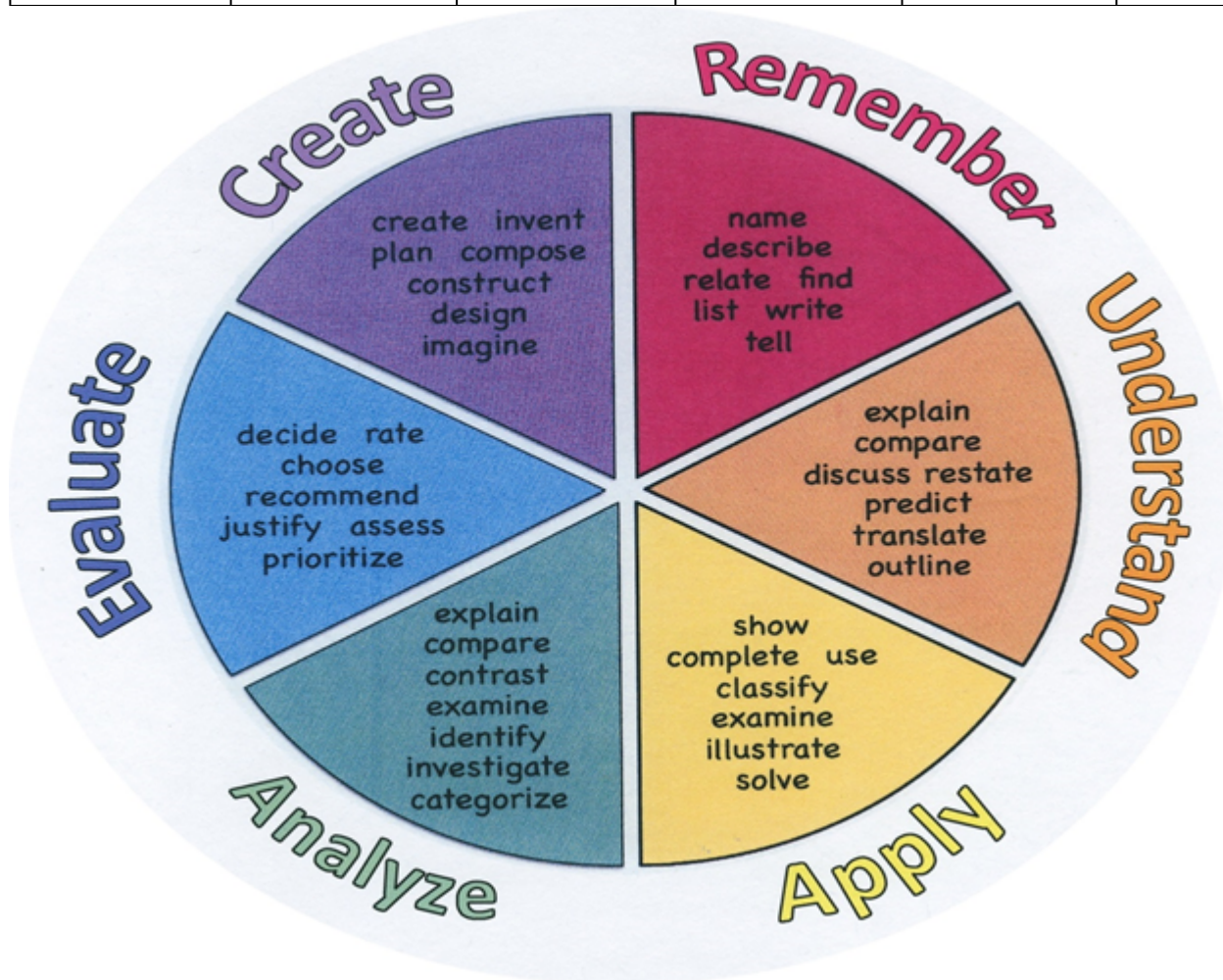
After completing this unit, students will be able to:

- **Read, Comprehend, Analyze, and Critique** written text and oral Languages
- **Understand and Apply** written and oral conventions to everyday interactions
- **Evaluate** careers using the target language
- **Recognize and express** feelings / opinions

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|----------|---------------|------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |

| | | | | | |
|-----------|-------------|-------------|--------------|---------|-------------|
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

Suggested Activities:

- Written comprehension activities;
 - Reading comprehension activities;
 - Oral practice;
 - Interactive games;
 - Integrate technology (e.g. Kahoot!, Escape Rooms, Seesaw, etc.)
-
- Review different types of pronouns;
 - Read aloud several selections written that use multiples types of pronouns;
 - Practice identifying the correct pronouns in context of a story, dialogue, or song;
 - Complete the lyrics to a popular song using various pronouns;
 - Creative writing poem;
 - Create a short story.

Exemplar: Work collaboratively in pairs or groups to create, revise and present script on student choice unit topic in Seesaw video project.

Assessment Evidence - Checking for Understanding (CFU)

- Presentations - alternative assessment
 - Teacher observations - formative assessment
 - Unit exam/benchmark - summative assessment
 - Quizzes - summative assessment
 - Group activities - formative assessment
 - "Do Now" activities - formative assessment
 - Quick-write - formative assessment
 - Daily journals/ writing practice - formative assessment
-
- Admit Tickets
 - Anticipation Guide
 - Common Benchmarks
 - Compare & Contrast
 - Create a Multimedia Poster
 - DBQ's
 - Define
 - Describe

- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

District Text Books provided for each language.

Ancillary Resources

- Current event articles
- Internet / Video clips / Virtual tours
- Teacher-generated materials

Technology Infusion

World language websites & resources are provided on Edlio class website and in class assignments like Google Classroom, Seesaw, Kahoot!, etc.

Exemplar: Create a 10-15 question Kahoot game using the vocabulary and grammar structures of their choice from the current unit to present to their peers during assessment reviews.

Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/IPadagogy-Wheel.001.jpg>
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker

Ted Talks
Record Voice Pen



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts

| | |
|-------------------|---|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CRP.K-12.CRP4 | Communicate clearly and effectively and with reason. |
| CRP.K-12.CRP6 | Demonstrate creativity and innovation. |
| CRP.K-12.CRP11 | Use technology to enhance productivity. |
| CAEP.9.2.12.C.5 | Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills that will be incorporated into this unit:

- Global Awareness
- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

General Differentiations:

- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Multisensory approaches
- Additional time
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Small group setting

Hi-Prep Differentiations:

- Games and tournaments
- Group investigations
- Guided Reading
- Leveled rubrics
- Multiple intelligence options
- Project-based learning
- Stations/centers
- Tiered activities/assignments

Lo-Prep Differentiations

- Choice of activities
- Flexible grouping
- Goal setting with students
- Jigsaw
- Open-ended activities
- Think-Pair-Share

- Reading buddies
- Varied supplemental materials

Exemplar: Students engage in student choice project based learning to help explore and present understanding of current vocabulary and grammar skills in accordance with their own levels of knowledge.

Special Education Learning (IEP's & 504's)

- Provide modifications as dictated in the student's IEP/504 plan
- additional time for skill mastery
- student working with an assigned partner
- check work frequently for understanding
- extended time on tests/ quizzes
- preferential seating
- Exemplar: Provide word bank on fill in the blank/recall assessments.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments

- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

Not applicable to World Language.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- tutoring by peers
- having peers take notes or providing a copy of the teacher's notes
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- Exemplar: Encourage attendance at before school/after school tutoring program to allow for added one on one review and instruction time.
- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Create a plan to solve an issue presented in the class or in a text
- Cluster grouping
- Allow students to work at a faster pace
- Above grade level placement option for qualified students
- Exemplar: Allow students to create a lesson and teach the class using the medium of their choice as a teaching aid (Google slides, speech, SeeSaw activity or video)
- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Pronouns

NJSLS: See Flag

Interdisciplinary Connection: See Flag

Statement of Objective: SWDAT recognize and repeat direct and indirect object pronouns in conjunction with daily routines and previously learned verbs through writing, repetition, and class or group activities in order to promote more sophisticated writing and conversation in French.

Anticipatory Set/Do Now: Culture Capsule / Quotation of the day – both TBD based on daily website

Learning Activity: 1) Review of direct & indirect object pronouns and their uses 2) Class activity: Go over pages 243 - 246 in French 3 Years

Student Assessment/CFU's: Teacher observation. Aural/Oral discrimination.; Choral repetition

Materials: Notebooks; Handouts

21st Century Themes and Skills: Global Awareness, Civic Literacy

Differentiation: 1) Multisensory presentation format; 2) Lectures/drills coupled with graphic organizers and/or handouts

Integration of Technology: Explore sources on my Edlio class website.; wordreference.com