

# Unit 1: All about me

Content Area: **World Language**  
Course(s): **French III CP**  
Time Period: **1 week**  
Length: **1 week**  
Status: **Published**

## Unit Overview

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In Unit 1, students will review key concepts of the skills and knowledge acquired in French 1 and 2. Students will review the past tense by explaining events that happened over the summer and the previous school year. Students will review key expressions to have a basic conversation.

## Transfer

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By the end of Unit 1 Students will be able to:

1. Use basic skills to have a conversation of feelings, actions and basic interactions.
  2. Explain past events using the perfect tense.
  3. Reiterate the difference between the formal and informal register.
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## Meaning

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## Understandings

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Students will understand that...

1. Having a conversation differs due to familiarity.
2. Speaking in the past tense required usage of an auxiliary verb and a past participle.
3. Describing their routine between the summer and school year required different tenses. (Present for normal everyday routine and past tense for the summer months)

## **Essential Questions**

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Students will keep considering...

1. In what ways can I express what happened in the past?
2. How can I use the past to differentiate between my normal routine and the past?
3. In what ways are conversations between people different between French and English speaking countries?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

1. How to form the past tense using the auxiliary verb avoir and the past participle.
2. How to explain their feelings, actions and basic conversational interactions.
3. The difference between casual and formal interactions between people in French and English speaking countries.

### **Students will be skilled at...**

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Students will be skilled at...

1. Explaining past events.
2. Explaining a normal routine vs vacation routine.

3. Having formal and informal interactions.
4. Using vocabulary to describe their feelings and actions.

## **Academic Vocabulary**

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Basic conversational vocabulary. (see attached list)

Construction of the past tense with verbs (previous years of study)

## **Target 2**

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1. Use the past tense (introduced in French 2) to explain vacations or summer plans from the summer vacation.

WL.7.1.IL.A.5	Demonstrate comprehension of conversations and written information on a variety of topics.
WL.7.1.IL.A.C.6	The amount of leisure time available and how it is spent varies among cultures. (Topics that assist in the development of this understanding should include, but are not limited to: likes/dislikes, pastimes schedules, and travel.)
WL.7.1.IL.B.L.1.b.1	Initiate, maintain, and end a conversation.

## **Target 3**

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1. Analyze the importance of learning another language in a global community.
2. Compare/contrast forms of verbal and non verbal communication during greetings, introductions and taking your leave.
3. Categorize scenarios for using the formal and informal register.

## **Summative Assessment**

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1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)

2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

## **21st Century Life and Careers**

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Select all applicable standards from the applicable standards

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## **Formative Assessment and Performance Opportunities**

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1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Role play

9. Question and answer
10. Choral response
11. Teacher observation
12. Creating and practicing dialogues.

## **Differentiation/Enrichment**

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Differentiation / Enrichment



### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson
2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning.
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

## **Unit Resources**

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1. Textbook - T'es Branche 3 (Print and online)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts
10. Youtube video clips