

# Unit 4: Les souvenirs (childhood memories)

Content Area: **World Language**  
Course(s): **French III CP**  
Time Period: **4 weeks**  
Length: **4 weeks**  
Status: **Published**

## Unit Overview

---

Students will reflect on childhood memories using the imperfect tense and associated vocabulary.

## Transfer

---

By the end of Unit 4 Students will be able to:

1. Use vocabulary to talk about their childhood memories.
  2. Differentiate between the imperfect and the past tense.
  3. Create a product demonstrating their childhood life.
- 

## Meaning

---

## Understandings

---

Students will understand that...

1. The imperfect tense differs from the passe compose.
2. Describing childhood memories using the imparfait is similar to was/were in English.
3. Certain phrases demonstrate usage of the imperfect while others show usage for the passe compose. ( EX: every summer, last year, yesterday, etc.)

## **Essential Questions**

---

Students will keep considering...

1. What memories from my childhood are important to me?
2. In what ways can I recount past events?
3. In what ways does it differ to recount memories?

## **Application of Knowledge and Skill**

---

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

---

Students will know...

1. Vocabulary associated with childhood memories.
2. Phrases of time that are associated with imperfect/ past tense.
3. How to use the imperfect to describe habitual/ incomplete events.
4. The difference between using the passe compose and the imparfait.

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

---

Students will be skilled at...

1. Recounting childhood memories.
2. Differentiating between the passe compose and the imparfait.
3. Using phrases of time to indicate which tense should be used.

## **Academic Vocabulary**

---

aimer les superhéros like superheroes

aller à l'école like school

aller chez un babysitteur go to a babysitter

avoir un chat have a cat

avoir un chien have a dog

avoir un frère have a brother

avoir peur des clunes be afraid of clowns

avoir peur du noir be afraid of the dark

avoir une soeur have a sister

avoir des nattes have pigtails

se comporter mal behave poorly

être enfant unique be an only child

être sage be good/wise

être timide be shy

faire la sieste nap habiter dans cet état live in this state jouer à la marelle play hopscotch

jouer avec des petites voitures play with little cars

jouer avec des poupées play with dolls

jouer d'un instrument play an instrument

manger le brocoli eat broccoli

porter une couche wear a diaper

pratiquer un sport play a sport

regarder des dessins animés watch cartoons

regarder les films de Disney watch Disney movies lequel? / laquelle? / lequel(le)s? which one(s)?

---

## **Target 2**

Students will use the imperfect and associated vocabulary to describe childhood events.

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.7	Infer the meaning of a few unfamiliar words in some new contexts.
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.C.5	Explain the cultural perspective associated with a few cultural products and cultural practices from the target culture (s) and one's own culture.

### **Target 3**

---

Students will differentiate between the passe compose and the imperfect when recounting the past.

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.
WL.7.1.IL.C.C.8	Online newspapers, magazines, blogs, wikis, podcasts, videos, and government websites provide current information on perspectives of the target culture on local, national, and global problems/issues. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)

### **Summative Assessment**

- 
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 (French artists/paintings)

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

---

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.CRP8

Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP10

Plan education and career paths aligned to personal goals.

## **Formative Assessment and Performance Opportunities**

---

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.
13. Selection and Presentation of French artist of choice along with iconic work(s)
14. Web-quests
15. You-tube clips and comprehension questions

## **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 will 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**

---

1. Tes Branche level 3 textbook
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 clips

