

<b>Planned Course: Exploratory French</b>	<b>Course Number: 553</b>	<b>Department: World Language</b>	
<b>Unit: Verb Conjugation</b>	<b>Grade Level: 8</b>		
<b>Estimated Time: 3-4 days</b>	<b>Level/Track: Standard</b>	<b>Date Approved: 7/15/08</b>	
<b>PA Academic Standards</b>	<b>Core Concepts (in question format)</b>	<b>Activities/Strategies/Study Skills</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• Skills/Knowledge</li> </ul>	(identify some activities as remedial or enrichment activities)	(include types and topics)

<p><b><u>Content Standards:</u></b></p> <p>12.1 Communication Stage 1</p> <p>A. Know the basic sound system and spelling patterns of the target language.</p> <p>B. Know common vocabulary forms and structures used in basic speaking and writing.</p> <p>C. Recognize common vocabulary terms through listening and reading.</p> <p>12.3 Culture Stage 1</p> <p>C. Describe similarities and differences of life skills and social structures in personal interactions between cultures.</p> <p>12.5 Community Stage 1</p> <p>D. Know simple comparisons and connections that can be made between the target language and English in the local, national and global communities.</p>	<p>►What is a verb conjugation?</p> <ul style="list-style-type: none"> <li>• Person</li> <li>• Number</li> <li>• Subject pronouns</li> <li>• Infinitive</li> <li>• Stems</li> <li>• Stem-changing</li> <li>• Subject/verb agreement</li> <li>• Formal / familiar “you”</li> </ul> <p>►Why are verb conjugations sometimes a stumbling block for English speakers?</p> <ul style="list-style-type: none"> <li>• English verbs have few changes.</li> <li>• Other language verbs have more changes.</li> </ul>	<p><b><u>Activities:</u></b></p> <ul style="list-style-type: none"> <li>– Students copy a verb chart</li> <li>– List subject pronouns</li> <li>– Discussion of person, number and subject/verb agreement</li> <li>– Samples of verb conjugations in various languages</li> <li>– Identify stems</li> <li>– Identify infinitives and verb forms</li> </ul> <p><b><u>Strategies:</u></b></p> <ul style="list-style-type: none"> <li>– Teacher modeling / Choral response by students</li> <li>– Comparison of conjugations in English and other languages</li> <li>– Use of person and number in literature</li> <li>– Conjugation charts</li> <li>– Visual cue cards</li> <li>– Pantomime person and number for Total Physical Response</li> <li>– Songs</li> </ul> <p><b><u>Study Skills:</u></b></p> <ul style="list-style-type: none"> <li>– Maintain organized</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation of student performance</li> <li>• Written test: <ul style="list-style-type: none"> <li>– Students identify parts of a conjugation.</li> <li>– Students choose the appropriate form for subject/verb agreement.</li> </ul> </li> <li>• Oral Proficiency Interview: (OPI)</li> <li>• Students use appropriate verb form in context</li> </ul>
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<p><b><u>Performance Indicators:</u></b></p> <p>12.1.1 Communication Stage 1</p> <p>A. Recite target language alphabet and associated sounds and basic words with proper accentuation.</p> <p>B. Speak and write common vocabulary, phrases and structures during activities with the teacher, classmates and family.</p> <p>C. Comprehend simple spoken conversations and written sentences in dialogs and short paragraphs.</p> <p>12.3.1 Culture Stage 1</p> <p>B. Use culturally appropriate memorized expressions and gestures for basic social interactions.</p> <p>C. Model life skills and social interactions in the target language culture and in one's own culture.</p> <p>12.5.1 Community</p>		<p>notebook</p> <ul style="list-style-type: none"> <li>- Daily practice of conjugations both in and out of class</li> </ul> <p>(Remedial)</p> <ul style="list-style-type: none"> <li>- Flash cards</li> <li>- Repetition</li> </ul> <p>(Enrichment)</p> <ul style="list-style-type: none"> <li>- Memorization</li> <li>- Additional practice</li> </ul>	
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<p>Stage 1</p> <p>D. Use speaking, writing and reading to compare and connect the uses of English with the target language spoken in the local, national and global communities.</p>					
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