

NEW French II Unit 4: People and Their Possessions

Content Area: **World Languages**
Course(s): **FRENCH II**
Time Period: **Marking Period 1**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to apply a variety of adjectives and expressions so that they will be able to describe themselves, their friends, and their possessions.

Concepts

Essential Questions

- How has history affected the geography of the French-speaking population?
- How can I relate the linguistic structures of another language to English?
- How do French teens spend their free time?
- How do we describe others, ourselves, and our possessions?
- How do we expand a conversation?
- How do we get a driver's license in France?
- How do we give an opinion?
- How do we recognize cognates as a connection to English?
- How does the study of another language connect with other disciplines and the world?
- What are the cultural differences in the social life of French and American teens?
- What learning strategies and resources will help me acquire another language?
- What role does culture play in the way in which French speakers carry on a conversation?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication, however all vocabulary words need not be known to convey a message.
- Culture plays a role in one's preference for transportation.
- History plays a major role in the geography of the French-speaking world.
- There are cultural differences in attitudes toward friendship.
- There are similarities and differences between French and American teens.
- There is culturally acceptable behavior for engaging in conversations.

Critical Knowledge and Skills

Knowledge

Students will know:

- Adjectives of physical description, personality, nationality and colors.
- Automobile companies
- Computer and technology vocabulary
- Definite and indefinite articles
- Driving preferences
- Gender and number of nouns and adjectives
- Impersonal expressions of opinion
- People vocabulary
- Position of adjectives
- Prepositions of place

- Present tense of avoir and accompanying expressions
- Room furnishings

Skills

Students will be able to:

- Contradict negative statements or questions with si.
- Describe oneself and others.
- Describe room furnishings using il y a.
- Identify French automobile companies.
- Use c'est to express an opinion.
- Use the definite article in making generalizations and indicating repeated events.
- Use the negative article pas de.

"Can do" statements for students:

I can contradict negative statements or questions with si.

I can describe myself and others.

I can describe room furnishings using il y a.

I can identify French automobile companies.

I can use c'est to express an opinion.

I can use the definite article in making generalizations and indicating repeated events.

I can use the negative article pas de.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Unit 4 Test: Written Test
- Actor/Actress Composition: Students will write a composition in which they describe their favorite actor and actress. This composition should be approximately two paragraphs long.
- Family Description Project: For this project, you will describe your family members. First, you will find photos of your family members. Then, you will describe your family members using the adjectives that we learned in this chapter.

Primary Resources

- McDougal Littell Discovering French Nouveau Bleu textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL

- VoiceThread
- PearDeck
- Selected YouTube videos

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Yabla, Kahoot, PearDeck, selected YouTube videos

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Describe age using French numbers

SCIENCE - Discuss the geography of various French-speaking countries including Haiti

SOCIAL STUDIES - Current events and historical figures, make cultural comparisons between French and American teens' leisure activities

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from French-speaking countries

APPLIED TECHNOLOGY - Foods from French-speaking countries

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries


Learning Plan / Pacing Guide


Week 1:


- Icebreakers
- Review French II Syllabus
- Establish class expectations

- S.M.A.R.T. goals
- Textbook distribution

Resources and activities from "Related Documents":

 SMART goal setting sheet.pdf

 French 2 Syllabus.docx

 Translator Guidelines Article.docx

Week 2:

- Set up: Google Classroom, Remind, Microsoft Word Language Setting, Google Drive Folder
- Review French-speaking countries
- French I review activities

Week 3:

- French I review activities
- French I review assessment

Resources and activities from "Related Documents":

 French I Review Assessment.docx

Week 4:

- Close Read: "Le copain de Mireille"
- Compare friendship in the U.S. and France
- Feminine and masculine adjectives
- Family member descriptions project

Resources and activities from "Related Documents":



Family Description Project - French 2.docx



Family Descriptions Project Checklist.docx


Week 5:

- Plural form of adjectives
- Place of adjectives

Week 6:

- Nationality vocabulary
- Actor/Actress composition

Resources and activities from "Related Documents":

 Mes acteurs favoris model composition.docx

Week 7:

- Leçon 11 listening comprehension
- Close Read: "La voiture de Roger"
- French driver's license
- Colors: Dr. Seuss's "Poisson Un, Poisson Deux, Poisson Rouge, Poisson Bleu"
- Adjectives that go before the noun

Week 8:

- Il est versus c'est
- Impersonal expressions with c'est
- Leçon 12 listening comprehension


Resources and activities from "Related Documents":


 Lecon 12 Object Guessing Game.docx

Week 9:

- Review of leçon 11 and 12
- Unit 4 Test

Resources and activities from "Related Documents":

 [Unit 4 Test Musical Chairs Review.docx](#)

 [Unit 4 Test.docx](#)

NEW French II Unit 5: Downtown

Content Area: **World Languages**
Course(s): **FRENCH II**
Time Period: **Marking Period 2**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to apply and synthesize a variety of different vocabulary and expressions related to city life so that they will be able to communicate effectively enough to get around in a French city.

Concepts

Essential Questions

- How are French and American cities similar and different?
- How do we describe a city and its surroundings?
- How do we describe our home?
- How do we describe the places we visit?
- How do we discuss friends and family?
- How do we discuss future plans?
- How do we expand a conversation?
- How do we find our way around?
- How do we recognize cognates as a connection to English?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Culture and history play a role in city planning and design.
- There is a linguistic base needed for basic communication skills with an emphasis on asking and answering questions using topics of interest to 21st century learners with an emphasis on city life.
- There are cultural differences in attitudes toward friendship and family.
- There is culturally acceptable behavior for engaging in conversations.

Critical Knowledge and Skills

Knowledge

Students will know:

- Activities, sports, and games
- City vocabulary
- Contradictions with à and de
- Direction
- Family members
- Neighborhoods
- Noun + de + noun
- Ordinal numbers
- Possession with de and possessive adjectives
- Rooms of the house
- Stress pronouns
- The expression chez

- The verbs aller and venir
- Transportation

Skills

Students will be able to:

- Ask and give directions.
- Describe their city.
- Describe their house or apartment.
- Discuss their future plans using aller + infinitive.
- Talk about their friends and families.
- Talk about the various places that they visit during the week.

"Can do" statements for students:

- I can ask and give directions.
- I can describe my city.
- I can describe my house or apartment.
- I can discuss my future plans using aller + infinitive.
- I can talk about my friends and family.
- I can talk about the various places that I visit during the week.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Day Trip Itinerary Project: Students will plan a day trip to Paris using the future tense. Students must describe at least four activities that they will do.
- Unit 5 Test: Written Test
- Leçon 14: Written Test
- Leçon 15: Written Test
- Mystery Letter Writing Assignment: This is a composition assignment in which students will describe the sports they play and activities that they do without revealing who they are. Students will receive a "mystery letter" and try to guess who in the class wrote it.

Primary Resources

- McDougal Littell Discovering French Nouveau Bleu textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL
- VoiceThread

- PearDeck
- Selected YouTube videos

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Yabla, Kahoot, PearDeck, selected YouTube videos

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Use ordinal numbers

SCIENCE - Read and create maps

SOCIAL STUDIES - Current events and historical figures, make cultural comparisons between French and American teens' leisure activities

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology

VISUAL/PERFORMING ARTS - Music/musicians and art/artists from French-speaking countries

APPLIED TECHNOLOGY - Foods from French-speaking countries

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries

Learning Plan / Pacing Guide

Week 1:

- Research French cities
- Neighborhood vocabulary
- City vocabulary
- Directional vocabulary

- Composition: Directions from home to school




Resources and activities from "Related Documents":

-  City Vocab Picture Walk.docx
-  Composition - Les Directions (example).docx

Week 2:

- School directions activity
- Home vocabulary
- Dream House Project



Resources and activities from "Related Documents":

-  City and Home Picture Walk.docx
-  Dream Home Questions.docx
-  Dream House Project.docx

Week 3:

- Leçon 13 vocabulary quiz
- Leçon 13 listening comprehension
- Close Read: "Weekend à Paris"
- Irregular verb aller


Resources and activities from "Related Documents":

-  Leçon 13 Home and City Vocabulary Quiz.docx
-  etre_avoir_aller_faire_verb_worksheet.docx

Week 4:

- Preposition à
- Famous Parisian monuments

Resources and activities from "Related Documents":

 [Préposition À Practice.docx](#)

Week 5:

- Day Trip Itinerary Project and Presentations
- En ville vocabulary
- Aller + infinitive

Resources and activities from "Related Documents":

 [Day Trip Itinerary Project Directions, Rubric, and Model.docx](#)

 [Lecon 14 En Ville Word Walk.docx](#)

 [Avenir Paroles.docx](#)


Week 6:

- Preposition chez
- Weekend Plans Presentation

- Leçon 14 listening comprehension
- Leçon 14 review
- Leçon 14 test

Resources and activities from "Related Documents":

 [Present and Future Story.docx](#)


 [Chapter 14 Test.docx](#)


Week 7:

- Close read: "Au café de l'univers"
- Irregular verb venir
- Preposition de
- Sports, games, and music vocabulary
- Stress Pronouns


Resources and activities from "Related Documents":

 [Copy of `Conjugations of verbs_ Aller, Venir, Avoir, faire, and Être.docx](#)

 [Copy of Conjugation of Verbs Answer Key.docx](#)

 [Copy of Prepositions à, de, and chez - WORKSHEET.docx](#)

 [Impressionism Paintings + Venir de.docx](#)

 [Paroles - Nous par Louane.docx](#)


Week 8:

- Mystery Letter Writing Assignment

- Nom + de + Nom structure
- Leçon 15 listening comprehension

Resources and activities from "Related Documents":

 [Mystery Activities Sports Letter Example.docx](#)


 [Activities Scavenger Hunt.docx](#)

Week 9:

- Leçon 15 review
- Leçon 15 test
- Close read: "Mes voisins"
- Possession with de
- Review family vocabulary

Resources and activities from "Related Documents":

 [Chapter 15 Test Modified.docx](#)

 [Chapter 15 Test.docx](#)


Week 10:

- Possessive adjectives
- Family Tree Question Project
- Ordinal numbers

- Leçon 16 listening comprehension


- Unit 5 test

Resources and activities from "Related Documents":


 [Split View of House.jpg](#)

 [Unit 5 Board Race Review Game.docx](#)

 [Unit 5 Stations Review Answer Key.docx](#)

 [Unit 5 Stations Review.docx](#)

 [Unit 5 Stations.docx](#)

 [Unit 5 Test.docx](#)

NEW French II Unit 6: Buying Clothes

Content Area: **World Languages**
Course(s): **FRENCH II**
Time Period: **Marking Period 3**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to apply and synthesize a variety of different vocabulary and expressions related to clothing and fashion so that they will be able to communicate effectively enough to discuss fashion and go shopping in a French-speaking country.

Concepts

Essential Questions

- How do we decide on purchases based on a budget?
- How do we describe our daily routine?
- How do we discuss style?
- How do we expand a conversation?
- How do we get around Paris?
- How do we give advice?
- How do we name and describe clothes?
- How do we point out and compare people and things?
- How do we recognize cognates as a connection to English?
- How do we shop for clothes and other items?

- Where do we shop and what do we buy?
- Which films, animation and music do French teens enjoy?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Culture and history play a role in fashion.
- Proficiency in asking and answering questions is important when shopping.

Critical Knowledge and Skills

Knowledge

Students will know:

- Articles of clothing and accessories
- Clothing stores
- Descriptive, interrogative and demonstrative adjectives
- Expressions avoir besoin/envie de
- Expressions of opinion
- Money-related expressions
- Numbers 100-1000
- Regular -re and -ir verbs
- Mettre/payer/acheter and préférer
- Reflexive pronouns and daily routine

Skills

Students will be able to:

- Ask for help in a store.
- Find out prices.
- Compare items.
- Talk about what you need and what you like.
- Give advice in a store.
- Compare French and American department stores and how teens obtain their spending money.
- Develop an awareness of Algerian culture.
- Expand conversational skills.
- Identify historical sites in Paris.
- Talk about what people are wearing, whether the clothes fit, and what their preferences are.
- Talk about where to go and what to buy.
- Describe the history of department stores in France.
- Describe daily routine.

"Can do" statements for students:

I can ask for help in a store.

I can find out prices.

I can compare items.

I can talk about what I need and what I like.

I can give advice in a store.

I can compare French and American department stores and how teens obtain their spending money.

I can tell someone about Algerian culture.

I can have basic conversations on familiar topics.

I can identify historical sites in Paris.

I can talk about what people are wearing, whether the clothes fit, and what my preferences are.

I can talk about where to go and what to buy.

I can describe the history of department stores in France.

I can describe my daily routine.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)
- Reading
- Speaking
- Writing

Summative Assessment Plan

- Leçon 18: Written Test
- Leçon 19: Written Test
- Leçon 20: Written Test
- Packing List Composition: In this assignment, you will be tasked with describing the different clothing items that you will need on a week-long trip to the French-speaking city to which you have been assigned.
- Shopping Unit Project: As a final project for the shopping unit, you will work in groups to create either a look book, style blog, or design for a new store.

Primary Resources

- McDougal Littell Discovering French Nouveau Bleu textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic: Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Yabla, Kahoot, PearDeck, selected YouTube videos

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Adhere to a budget while shopping, examine the euro to dollar exchange rate.

SCIENCE - Geography of French-speaking countries including Algeria

SOCIAL STUDIES - Current events and historical figures, make cultural comparisons between French and American teens' spending habits

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology

VISUAL/PERFORMING ARTS - Compare and contrast fashion in the U.S. and French-speaking countries

APPLIED TECHNOLOGY - History of department stores

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force, examine the shopping industry in France


GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries

Learning Plan / Pacing Guide

Week 1:

- Clothing vocabulary

Resources and activities from "Related Documents":


 Les vêtements.pptx

 Outfits - Les Tenues.docx


Week 2:

- French fashion and department stores
- Close Read: "L'achat des vêtements"
- Clothing vocabulary quiz
- Adjective vocabulary

Resources and activities from "Related Documents":

 Les magasins en France.pptx




 Clothing Vocab Quiz - Leçon 17.docx

 L'achat des vêtements Reading Comprehension Questions.docx

Week 3:

- Adjective review
- Price expressions
- Packing List Composition
- Shopping on a Budget Competition

Resources and activities from "Related Documents":

-  Clothing The Price is Right.docx
-  Packing List Composition Directions.docx
-  Shopping on a Budget.docx

Week 4:


- Leçon 17 Listening Comprehension
- Close Read: "Rien n'est parfait"
- Verbs acheter, amener, préférer, and espérer
- Reading: "Le Paris Traditionnel" and "Le Nouveau Paris"


Week 5:

- Composition analysis and scoring
- Demonstrative adjective "ce"
- Interrogative adjective "quel"

Resources and activities from "Related Documents":

 Packing List Composition Anonymous Samples - Period 8.pdf

 Packing List Composition Samples - Period 2.pdf

 Ce Quel Adjectives before the noun.docx

Week 6:


- Shopping on a Budget Dialogue
- Irregular verb mettre
- Reflexive pronoun and daily routine
- Leçon 18 listening comprehension
- Leçon 18 Test

Resources and activities from "Related Documents":

 Answer Key - Leçon 18 Board Race Review Game.docx

 Leçon 18 Modified Test.docx

 Leçon 18 Board Race Review Game.docx



 Leçon 18 Test.docx

Week 7:

- Responding to a Question in a Full Sentence Workshop

- World War II Webquest
- Au revoir les enfants film and comprehension questions



Resources and activities from "Related Documents":

-  [Au revoir les enfants - Pre-viewing Activity.docx](#)
-  [Au revoir les enfants questions and composition.docx](#)

Week 8:

- Close Read: "Un choix difficile"
- Compare and contrast how French and American teens view fashion
- Regular -ir verbs
- Adjectives beau, nouveau, and vieux


Resources and activities from "Related Documents":


-  [Ce Quel Adjectives before the noun.docx](#)
-  [Fix the Errors \(-ir Verbs\).docx](#)

Week 9:

- Les Stars et la Mode
- Comparison with Adjectives
- Comparison composition

Resources and activities from "Related Documents":


 [Copy of Les tenues des stars.docx](#)


 [La comparaison avec les adjectifs.pptx](#)


Week 10:


- Leçon 19 review
- Leçon 19 test
- Close Read: "Alice a un job"
- L'argent picture walk
- Expressions avoir besoin/envie de

Resources and activities from "Related Documents":

 [La vocabulaire de leçon 20.pptx](#)

 [Argent Picture Walk.docx](#)

 [Leçon 19 Test Modified.docx](#)






 [Leçon 19 Test.docx](#)

Week 11:

- On listening comprehension story
- Leçon 20 vocabulary quiz

- Regular -re verbs
- Imperative tense





Resources and activities from "Related Documents":

-  New Pronoun Listening Comp..docx
-  -ir and -re Verb Crossword Puzzle.jpg
-  -Re Verbs Picture Walk.docx
-  Leçon 20 Quiz de Vocabulaire.docx
-  Modified Version of Leçon 20 Quiz de Vocabulaire.docx

Week 12:

- Leçon 20 listening comprehension
- Leçon 20 review
- Leçon 20 test
- Shopping Unit Project

Resources and activities from "Related Documents":

-  Leçon 20 Test Modified.docx
-  Leçon 20 Test Review Scavenger Hunt.docx
-  Leçon 20 Test.docx
-  Shopping Unit Project.docx

NEW French II Unit 7: Leisure Time Activities

Content Area: **World Languages**
Course(s): **FRENCH II**
Time Period: **Marking Period 4**
Length: **10 weeks**
Status: **Published**

Standards

World Language Standards

WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.2	Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.
WL.NM.7.1.NM.IPERS.4	Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities.
WL.NM.7.1.NM.IPERS.5	Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions.
WL.NM.7.1.NM.IPERS.6	Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.
WL.NM.7.1.NM.IPRET.1	Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.
WL.NM.7.1.NM.IPRET.2	Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.
WL.NM.7.1.NM.IPRET.3	Identify familiar people, places, objects in daily life based on simple oral and written descriptions.
WL.NM.7.1.NM.IPRET.4	Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials.
WL.NM.7.1.NM.IPRET.5	Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.
WL.NM.7.1.NM.PRSNT.1	Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes.
WL.NM.7.1.NM.PRSNT.2	State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class.
WL.NM.7.1.NM.PRSNT.3	Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits.
WL.NM.7.1.NM.PRSNT.4	Copy/write words, phrases, or simple guided texts on familiar topics.
WL.NM.7.1.NM.PRSNT.5	Present information from age- and level-appropriate, culturally authentic materials orally or in writing.
WL.NM.7.1.NM.PRSNT.6	Name and label tangible cultural products associated with climate change in the target language regions of the world.

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJLSA.SL5).

Transfer Goals

Transfer Goals

Students will be able to independently use their learning to apply and synthesize a variety of different vocabulary and expressions related to free time so that they will be able to communicate effectively enough to discuss leisure time activities in a French-speaking country.

Concepts

Essential Questions

- How do we describe vacation and travel plans?
- How do we discuss weekend plans?
- How do we narrate what happened in the past?
- How do we talk about summer and winter sports?
- How do we talk about what we did and where we went yesterday, last week, or last summer?

Understandings

Students will understand that...

- A rich and varied vocabulary is essential for good communication; however, all vocabulary words need not be known to convey a message.
- Culture shapes leisure time activities.
- Proficiency in asking and answering questions is important when discussing what one does in their free time.
- In order to express oneself with increasing precision, there is a linguistic need to learn and apply new tenses.

Critical Knowledge and Skills

Knowledge

Students will know:

- Adverbs of sequence
- Avoir expressions
- Common weekend activities
- Faire de + sport
- Household chores
- Means of transportation
- Negation with ne ... jamais
- Quelqu'un, quelque chose, and their opposites
- Summer and winter sports
- The Past Tense of regular and irregular verbs conjugated with avoir
- Time expressions: present, future, and past
- Verb voir
- Verbs of movement

Skills

Students will be able to:

- Describe travel dates, how to travel, how long to stay and what to see.
- Discuss going out with friends, sports, and household chores.
- Discuss how they and others feel.
- Describe what they do and what they never do.
- Narrate what they did and didn't do, where they went and when they returned, and the sequence in which these events occurred.
- Compare and contrast how French people and Americans spend their leisure time.

"Can do" statements for students:

I can describe travel dates, how to travel, how long to stay and what to see.

I can discuss going out with friends, sports, and household chores.

I can discuss how I feel and how others feel.

I can describe what I do and what I never do.

I can narrate what I did and didn't do, where I went and when I returned, and the sequence in which these events occurred.

I can compare and contrast how French people and Americans spend their leisure time.

Assessment and Resources

Formative Assessment Plan (Other Evidence)

- Tests and Projects
- Class Participation
- Homework
- Quizzes (written and oral)

- Reading
- Speaking
- Writing

Summative Assessment Plan

- Leçon 22: Written Exam
- Leçon 23: Written Exam
- Les grandes vacances composition: For the final composition of the school year, you will describe your summer vacation plans. In your composition, you must use the future tense. You should describe at least four different activities that you will do. The composition should be at least a full paragraph in length.

Primary Resources

- McDougal Littell Discovering French Nouveau Bleu textbook, workbooks, and audio/video resources
- Teacher-created presentations and worksheets/activities

Supplementary Resources

- Quizlet
- Kahoot
- YouTube
- Duolingo
- Globe Trekker and other cultural video series
- Yabla
- IXL
- VoiceThread
- PearDeck
- Selected YouTube videos

Technology Integration and Differentiated Instruction

Technology Integration

Google Classroom

Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time see results upon completion of the assignments to allow for 21st century learning

One-to-One Student laptop

All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic

Additional Support

These are examples of technology that can be used to support each of the lessons within this topic:

Discovering French video series, GlobeTrekker videos, VoiceThread, IXL, Yabla, Kahoot, PearDeck, selected YouTube videos

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
TECH.9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLA.SL5).

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

Within each lesson, the Gifted Students are to be given a leadership role in the room.

Performance Task-Additional practice will be provided for students that provided a higher level of thinking for the concepts.

When appropriate, allow students to independently study an area of interest and complete a project on this topic.

Students may be provided with more advanced culturally authentic texts.

English Language Learners (N.J.A.C.6A:15)

Work with ELL Teacher to allow for all assignments to be completed with extra time.

Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

At Risk Students (N.J.A.C.6A:8-4.3c)

Work with the I&RS Team to reach the needs of students.

Mentors provided

Offer additional supports as needed (after school help, parent contacts, frequent checks for understanding, etc.)

Special Education Students (N.J.A.C.6A:8-3.1)

All IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Frequent checks for understanding

Multiple representations- Encourage and allow tables, graphic organizers, etc.

Extend the time needed to complete assignments/assessments

Provide a copy of grading rubrics for projects/labs

Modify assessments as needed by adding word banks, enlarging text, visual aids, highlighted directions, etc.

Provide highlighted notes and readings when necessary

Assign cooperative learning projects/assignments in which the groups are heterogeneously mixed by ability level/learning style.

Interdisciplinary Connections

MATH - Adhere to a budget when planning a trip, reference military time when planning activities

SCIENCE - Geography of French-speaking countries including Morocco

SOCIAL STUDIES - Current events and historical figures, make cultural comparisons between French and American teens' free time activities

ELA - Language transfer awareness, influence of French and English within each language (borrowed words, cognates, etc.), language terminology

VISUAL/PERFORMING ARTS - Compare and contrast art and sports in the U.S. and French-speaking countries

APPLIED TECHNOLOGY - Explore the food of French-speaking countries

BUSINESS EDUCATION - Jobs related to field of World Language, benefits of being bilingual in the work force

GLOBAL AWARENESS - Perspectives, products and customs of French-speaking countries

Learning Plan / Pacing Guide

Week 1:

- Close Read: "Le week-end et les vacances"
- Weekend activities vocabulary

Resources and activities from "Related Documents":

 Le Week-end Matching Game.docx


Week 2:

- Weekend activities vocabulary
- Vacation vocabulary

- Sports vocabulary
- Leçon 21 vocabulary quiz

Resources and activities from "Related Documents":

 Vacation and Sports Vocab Picture Walk.docx


 Leçon 21 Vocab Cross Word.pdf


 Leçon 21 Vocab Quiz.docx

Week 3:

- Summer vacation composition
- Leçon 21 listening comprehension
- Close read: "Vive le week-end"
- Paste tense with avoir (regular -er verbs)

Resources and activities from "Related Documents":


 Les Grandes Vacances Composition.docx

 Chanson en passé composé.docx

Week 4:

- Sequence expressions
- Negative form of the passé composé

Resources and activities from "Related Documents":


 Passé Composé Sentence Label Do Now.docx


Week 5:

- Asking questions in the past tense
- Past tense interview
- Expressions with avoir
- Leçon 22 quiz

Resources and activities from "Related Documents":

 Present to Past Tense Do Now.docx

 Copy of Past Tense Interview Chart.docx

 Leçon 22 Quiz.docx

Week 6:

- Mystery Reading: "L'alibi"
- The verb voir
- Past tense of regular -ir and -re verbs

Week 7:

- Past tense with avoir (irregular verbs)
- Time related expressions
- Leçon 23 listening comprehension
- Leçon 23 test

Week 8:

- Final exam review