Course Title: French 2

Subject: World Language

Grade Level: High School

Duration: 1 year

Prerequisite: French 1B or French Grade 8

Elective or Required: Elective/Required for 2-year high school requirement

Department Mission Statement:
The mission of the World Language Department is to prepare students linguistically and culturally in order to communicate successfully in a global community. We believe every student is capable of acquiring a second language. We implement the four components of language learning: Listening, Speaking, Reading and Writing in our endeavor to develop passionate, confident, lifelong learners.

Course Description:
Students will continue to develop and integrate the four basic language skills of listening, speaking, reading, and writing. Cultural readings including poems, songs, and simple short stories, will serve to increase participation and encourage tolerance of other cultures. Students will develop their skills with the use of the present tense and proceed with the reinforcement of the passé composé. Students will then learn the imperfect, future, and conditional tenses. Students will be encouraged to take an active role in all classroom activities, as much as possible, the French language. Students will craft longer, guided writings with and without picture stories, as well as original Dialogues and skits.

Author: Lillian Serghides
Date Submitted: Summer 2015
Unit 1: Leisure Time

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. Are you aware about how francophone teens spend their leisure time?
2. Can you compare how the people of French-speaking countries and the people of the United States feel and appreciate open spaces and the countryside?
3. How would you talk about what to do during your leisure time and how would you talk about getting there?
4. Can you talk about places where the French language is spoken?
5. What are the major regions of France, their regional specialties and celebrations, and their topographical/geographical features?
6. Could you describe what happened during your leisure time or describe a series of past events?
7. Am I aware about what Francophone teens do during their free time?
8. Would I be able to read a Metro Map in the city of Paris to locate historical sites and its places of interest?

Upon completion of this unit students will be able to:

- Provide information about oneself, one's family, as well as other important people. 6.1.P.D.1
- Demonstrate respect for other cultures within the walls of the classroom as well as in the community. 6.1.P.D.4
- Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with the targeted cultures to create a multimedia encompassing presentation on themes to be shared virtually with the target language audience. 7.1.IM.C.1
- Select and utilize appropriate tools and digital resources to accomplish measurable levels of communicative competency, to accomplish a variety of tasks, and to solve problems. 6.1.P.D.4
- Utilize digital tools in order to create short verbal exchanges and to exchange information related to a variety of familiar topics along with some unfamiliar topics. 7.1.IM.B.1
- Synthesize information found in age and learning level appropriate and culturally authentic materials. 7.1.IM.C.2
- Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.IM.A.1
• Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.2
• Stimulate an awareness of the physical aspects of the neighborhood and community. 6.1.P.B.1
• Generate observational and emotional responses to diverse, culturally and historically specific works such as dance, music, or visual art. 1.4.8.A.1
• Comprehend conversations and written information on a variety of topics. 7.1.IM.A.5
• Give life to student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IM.C.2
• Employ situational appropriate gestures, intonation, and common idiomatic expressions in familiar and unfamiliar situations. 7.1.IM.B.3
• Glean information that can be found on different types of maps, and determine when or where the information may be useful. 6.1.4.B.1
• Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.A.5

Common Core ELA Standards:

• Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text. (4.RI.1)
• Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (4.RI.4)
• By the end of the year, read and comprehend informational texts, including history, science, and technical text in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4.RI.10)
• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (4.RL.6)
• Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (5.RI.6)
• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (5.RL.7)
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.W.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (5.L.5)
• Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally. (5.SL.2)
• Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5.W.9)


• Are included with unit objectives

Activities – include 21st Century Technologies:
• Observe Power Point presentations
• Employ on-line text
• Consult on-line take home tutorial program
• Listen to audio segments
• Participate in on-line workbook exercises
• Consult Classzone.com for ancillary exercises employ Language Lab
• Encourage student to create conversations in cooperative pair setting
• Create comparisons between American and French leisure time activities
• Write a story of what happened during a holiday or other significant occasion, share it with your partner, suggest some improvements and corrections to the work, and then read it to the class
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Employ Realia to acquaint students with the use of the Métro and about how to locate famous monuments and other points of interest
• Prepare Communipak activities for use in cooperative pairs and for whole class presentation
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Write a postcard about a virtual trip that the students took and create an illustration of the front of the card of the places that were visited
• Read about the Métro of Paris and the TGV to learn how to get to points of interest within the city as well as to other places within the entire country
• Obtain information from schedules about activities, preferences, travel, and transportation and utilize it in speaking and writing.
Enrichment Activities:

- Learn about Claude Monet, his home and Normandy by taking a virtual tour of the Musée d'Orsay
- Write an email about a real or virtual trip to a French-speaking city
- Use the Internet to obtain information about schedules of related to the many facets of travel and tourism

Methods of Assessments/Evaluation:

- Oral response presentations
- Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- *Activités pour Tous* workbook exercises
- Provide writing samples
- Participation in listening comprehension exercises with the Language Lab
- Dialogues
- Use of Classzone.com
- On-line tests/quizzes (for preparation and remediation)
- Listening, speaking, and writing performance tests
- Quarterly exams

- Resources/Including Online Resources
- Online Textbook Information: *Discovering French Nouveau Blanc 2*
- *Image 2*
- *Discovering French Nouveau Blanc 2-Workbook*
- *Activités Pour Tous*
- Teacher Webpage
- DVD/CD presentations
- Classzone.com
- Take home tutor
Unit 2: Foods

Approximate # of Weeks: (4 Weeks Total)

Essential Questions:

1. Do I know how to talk about foods and where to eat?
2. How would I purchase different types of foods, beverages, or other supplies associated planning a meal at home?
3. Would I be able to set a table and use the correct vocabulary that is required to complete this task?
4. What should I know about ordering foods and beverages at a restaurant, a café, or other eating establishments?
5. Am I able to express my personal preferences as well as the preferences of others?
6. Would I be able to politely interact with people so that I can inquire about prices, quantities, and qualities?
7. Am I able to interact with people about the choices that I would have to make?

Upon completion of this unit students will be able to:

- Talk about favorite foods and beverages. 7.1.IL.B.1
- Order foods and drinks at a French Café, restaurant, or other eating establishment. 7.1.IL.B.2
- Shop for food at a French market. 7.1.IL.B.5
- Express what you want to do, can do, and must do. 7.1.IL.C.2
- How to set, serve, and clear a table. 7.1.IL.C.3
- Learn about shopping for foods and beverages in Francophone nations. 7.1.IL.C.5
- Learn about what is served in eating establishments in Francophone nations. 7.1.IL.A.5
- Learn about Francophone tipping practices. 7.1.IL.A.2
- Calculate prices from a menu. 7.1.IL.3
- Connect to English by relating French and English food expressions. 7.1.IL.C.3
- Connect to English by recognizing cognate patterns and similar orthography. 7.1.IL.B.2
- Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.IM.A.1
- Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.2
- Comprehend conversations and written information on a variety of topics. 7.1.IM.A.5
• Utilize digital tools in order to create short verbal exchanges and to exchange information related to a variety of familiar topics along with some unfamiliar topics. 7.1.IM.B.1

Common Core ELA Standards:

• Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4.RI.3)
• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4.RI.6)
• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4.W.1)
• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.RI.9)
• Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5RI.7)
• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.W.1)
• Engage effectively in a range of collaborative discussion with diverse partners, building on others’ ideas and expressing their own clearly. (5SL.1)
• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (5.L.3)
• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (5.W.4)

Interdisciplinary Standards http://njccc.org/

• Are included with unit objectives

Activities – include 21st Century Technologies:
• Observe Power Point presentations
• Employ on-line text
• Consult on-line take home tutorial program
• Listen to audio segments
• Participate in on-line workbook exercises
• Consult Classzone.com for ancillary exercises employ Language Lab
• Encourage student to create conversations in cooperative pair setting
• Create comparisons between American and French eating habits
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Plan a food tasting activity
• Prepare Communipak activities for use in cooperative pairs and for whole class presentation
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Plan a virtual food shopping trip during which students will select items, pay for them, prepare the items that they purchased, and finally consume their foods
• Read authentic documents for information about eating in Quebec
• Participate in role play and converse in a paired setting

Enrichment Activities:

• Plan a picnic, bring all necessary props, write a dialogue, and present it to the entire class
• Locate eating establishments on-line and create dialogues about eating there
• Read an entire recipe and prepare it for the class or family and then tell the class about it
• Read a longer text for enjoyment, cultural awareness, and vocabulary expansion

Methods of Assessments/Evaluation:

• Oral response presentations
• Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Activités pour Tous workbook exercises
• Provide writing samples
• Participation in listening comprehension exercises with the Language Lab
• Dialogues
• Use of Classzone.com
• On-line tests/quizzes (for preparation and remediation)
• Completion of homework
• Listening, speaking, and writing performance tests
• Quarterly exams

Resources/Including Online Resources
• Online Textbook Information: Discovering French Nouveau Blanc 2
• Image 2
• Discovering French Nouveau Blanc 2-Workbook
• Activités Pour Tous
• Teacher Webpage
• DVD/CD presentations
• Classzone.com
• Take home tutor
Approximate # of weeks for this Unit  (4 Weeks Total)

Essential Questions:

1. Do you know how to talk about your preferences about places to go and activities to do with family or friends?
2. How would you make or respond to invitations or to requests in a culturally appropriate manner?
3. What do you need to know in order to talk about entertainment?
4. Would you be able to make, accept, or politely decline invitations as well as express regret and provide a reason for a refusal?
5. What means (telephone, email, postcards, and virtual modes) would you employ in order to keep in contact with family and friends?
6. Can you list similarities and differences between Francophone and American teenagers when considering how each utilizes their free time and what kinds of entertainment each enjoys?
7. Do you have a familiarity with the history and cultures of the many Francophone nations?
8. Would you be able to talk about music, read a time schedule for events, know when to tip (or not), when to offer a gift, and describe how buildings are numbered?
9. Could the use of Realia assist you to glean information in order for you to make plans for your free time and extend invitations to others?
10. Do colloquial expressions differ in different Francophone countries?
11. How would you share the reading of a wonderful book, an exciting play, or other event that brings you joy?
12. Can you construct statements with direct, indirect, and double object pronouns in the present, passé composé, and imperfect tenses?
13. Would you be able to talk about items that you lost or found while using the present, passé composé, and imperfect tenses?
14. Am I able to talk about my knowledge or information or facts and the acquaintance or people and places?
15. Would I be able to plan a trip to Quebec or Montreal so that I could practice my knowledge of the French language?
16. How do I talk about movies, concerts, sporting events, my favorite stars, and players?
17. Can I talk about the history and culture in Francophone territories?
Upon completion of this unit students will be able to:

- Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. 7.1.IM.A.1
- Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. 7.1.IM.A.2
- Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. 7.1.IM.A.4
- Comprehend conversations and written information on a variety of familiar topics. 7.1.IM.A.5
- Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. 7.1.IM.B.1
- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. 7.1.IM.B.3
- Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. 7.1.IM.B.4
- Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. 7.1.IM.B.5
- Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. 7.1.IM.C.1
- Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. 7.1.IM.C.2
- Synthesize information found in age and level-appropriate culturally authentic materials. 7.1.IM.C.4
- Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each. 7.1.IM.C.5
- Generate observational and emotional responses to diverse culturally and historically specific works or dance, music, and visual art. 7.1.IM.C.5
- Develop an awareness of the physical features of the neighborhood/community. 6.1.P.B.1
- Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. 6.1.4.B.1
• Describe characteristics of oneself, one’s family, and others.  
  6.1.P.D.1
• Learn about and respect other cultures within the classroom and community.  6.1.P.D.4
• Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.  8.1.8.A.5

Common Core ELA Standards:

• Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text.  (4.RI.1)
• Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.  (4.RI.4)
• By the end of the year, read and comprehend informational texts, including history, science, and technical text in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  (4.RI.10)
• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.  (4.RL.6)
• Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  (5.RI.6)
• Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.  (5.RL.7)
• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  (5.W.3)
• Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  (5.L.5)
• Summarize a written text read aloud or information presented in diverse media formats, including visually, quantitatively, and orally.  (5.SL.2)

Interdisciplinary Standards  http://njcccs.org/

• Are included with unit objectives

Activities – include 21st Century Technologies:
• Observe Power Point presentations
• Employ on-line text
• Consult on-line take home tutorial program
• Listen to audio segments
• Participate in on-line workbook exercises
• Consult Classzone.com for ancillary exercises employ Language Lab
• Encourage student to create conversations in cooperative pair setting
• Discuss comparisons between American and Francophone preferences for movie viewing, concerts, museum presentations, theatre, and other leisure activities
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Read cultural and historical information about famous people, place, and events of interest
• Plan a virtual trip to a French-speaking city
• Prepare Communipak activities for use in cooperative pairs and for whole class presentation
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Plan a virtual date and include attendance at a live performance or other activity of preference
• Participate in role play and converse in a paired setting and include information about performance schedules, leisure times activities, travel, and other expenses that could be incurred

Enrichment Activities:

• Plan a date to view a current movie after consulting online sources- Include information about difference showings, snacks to be purchased, and activities that could be done after the show
• Locate the performance schedules of different popular singers on-line and create dialogues about attending their performances- Include information about different showings, snacks to be purchased, and activities that could be done after the show
• Read an entire recipe and prepare it for the class or family and then tell the class about it
• Read a longer text for enjoyment, cultural awareness, and vocabulary expansion

Methods of Assessments/Evaluation:

• Oral response presentations
• Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Activités pour Tous workbook exercises
• Provide writing samples
• Participation in listening comprehension exercises with the Language Lab
• Dialogues
• Use of Classzone.com
• On-line tests/quizzes (for preparation and remediation)
• Completion of homework
• Listening, speaking, and writing performance tests
• Quarterly exams

Resources/Including Online Resources

• Online Textbook Information:  *Discovering French Nouveau Blanc 2*
• *Image 2*
• *Discovering French Nouveau Blanc 2 Workbook*
• *Activités Pour Tous*
• Teacher Webpage
• DVD/CD presentations
• Classzone.com
• Take home tutor
Unit 4: Being Physically Fit

Approximate # of Weeks: (4 Weeks Total)

1. Are you able to identify the parts of the body, be able to indicate if you are not well, and describe where you have pain and describe your symptom using the expression avoir mal à?
2. Can you talk about what sports you and your friends like to play and which you enjoy attending?
3. Are you able to discuss where and when you participate in sports using the irregular verb faire du, en and y?
4. Can you express your personal opinion about the practice of sports and its connection to improved health and explain its effect on the improved quality of life?
5. Where can people regularly exercise?
6. Are you able to talk about pain that you or others may have as a result of physical activity or illness?
7. Can you describe your daily, personal health and hygiene routines and talk about them with reflexive verbs in the present, imperative, past, and future tenses?
8. How do you talk about caring for your appearance as well as the appearance of others?
9. Are you able to offer advice pertaining to health and personal care?
10. Can you inquire about someone’s plans for the future?

Upon completion of this unit students will be able to:

- Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. (7.1.IM.A.1)
- Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (7.1.IM.A.2)
- Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (7.1.IM.A.4)
- Comprehend conversations and written information on a variety of familiar topics. (7.1.IM.A.5)
- Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. (7.1.IM.B.1)
- Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. (7.1.IM.B.3)
• Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (7.1.IM.B.4)
• Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. (7.1.IM.B.5)
• Synthesize information related to the cultural products, cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. (7.1.IM.C.1)
• Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (7.1.IM.C.2)
• Synthesize information found in age and level-appropriate culturally authentic materials. (7.1.IM.C.4)
• Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each. (7.1.IM.C.5)
• Generate observational and emotional responses to diverse culturally and historically specific works or dance, music, and visual art. (1.4.8.A.1)
• Develop an awareness of the physical features of the neighborhood/community. (6.1.P.B.1)
• Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. (6.1.4.B.1)
• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)
• Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (8.1.8.A.5)

Common Core ELA Standards:
• Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4.RI.3)
• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4.RI.6)
• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4.W.1)
• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.RI.9)
• Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5RI.7)
• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.W.1)
• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (5.L.3)

• Are included with unit objectives

Activities – include 21st Century Technologies:
• Observe Power Point presentations
• Employ on-line text
• Student conversations
• Consult on-line take home tutorial program
• Listen to audio segments
• Participate in on-line workbook exercises
• Participate in Total Physical Response activities to identify parts of the body, to talk about how one feels, and to indicate where one is experiencing pain
• Consult Classzone.com for ancillary exercises employ Language Lab
• Encourage student to create conversations in cooperative pair setting
• Learn to sing the song *Head, Shoulders, Knees, and Toes* and play *Simon Says*
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Read authentic Realia to complete written exercises and to participate in motion exercises
• Imitate different acquired expressions pertaining to daily personal hygiene routines as well as personal preferences regarding personal products
• Prepare Communipak activities for use in cooperative pairs and for whole class presentation
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Employ topical vocabulary and target structure when speaking, reading, and writing
• Participate in role play and converse in a paired setting and include information about opinions regarding physical activity, wellness, good eating habits, and improved quality of life
Enrichment Activities:

- Plan an exercise date after consulting online sources-Include information about different venues, snacks to be purchased, and activities that could be done after the activity
- Locate different products online that can improve one’s well-being and personal hygiene
- Read about personal success stories about people that changed their habits to improve their lives and talk about how their successes can influence our lives in a better way
- Read a longer text for enjoyment, cultural awareness, and vocabulary

Methods of Assessments/Evaluation:

- Oral response presentations
- Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- Activités pour Tous workbook exercises
- Provide writing samples
- Participation in listening comprehension exercises with the Language Lab
- Dialogues
- Use of Classzone.com
- On-line tests/quizzes (for preparation and remediation)
- Completion of homework
- Listening, speaking, and writing performance tests
- Quarterly exams

Resources/Including Online Resources

- Online Textbook Information: Discovering French Nouveau Blanc 2
  Image 2,
  Discovering French Nouveau Blanc 2-Workbook
  Activités Pour Tous
- Teacher Webpage
- DVD/CD presentations
- Classzone.com
- Take home tutor
Unit 5: La Maison

Approximate # of Weeks  (5 Weeks Total)

Essential Questions:

1. Would you be able to talk about where your home or apartment is located?
2. Are you able to describe the rooms, furniture and appliances or your home or apartment?
3. Would you be able to locate a place to live using classified ads or the Internet, word of mouth, or some other source?
4. How would you express your personal needs and preferences with regards to locating living space?
5. Could you talk about where you used to live and what you used to do?
6. How do you describe ongoing past actions and events that interrupted these actions?
7. Would you be able to provide a police officer with details about a motor vehicle accident?
8. Would you be able to convey specific details about a robbery or break-in?
9. Can you provide background information about specific past events?
10. Are you able to talk about past events and use the imperfect and the passé composé tenses both in speech as well as in writing?

Upon completion of this unit students will be able to:

- Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. (7.1.IM.A.1)
- Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (7.1.IM.A.2)
- Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (7.1.IM.A.4)
- Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (7.1.IM.A.4)
• Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. (7.1.IM.B.1)
• Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. (7.1.IM.B.3)
• Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (7.1.IM.B.4)
• Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. (7.1.IM.B.5)
• Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (7.1.IM.C.2)
• Synthesize information found in age and level-appropriate culturally authentic materials. (7.1.IM.C.4)
• Develop an awareness of the physical features of the neighborhood/community. (6.1.P.B.1)
• Compare and contrast information that can be found on different types of maps, and determine when the information may be useful. (6.1.4.B.1)
• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)
• Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems. (8.1.8.A.5)

Common Core ELA Standards:

• Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text. (4.RI.1)
• Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (4.RI.4)
• By the end of the year, read and comprehend informational texts, including history, science, and technical text in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4.RI.10)
• Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (4.RL.6)
• Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (5.RL.6)
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (5.RL.7)
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5.W.3)

Interdisciplinary Standards http://njccs.org

- Are included with unit objectives

Activities – include 21st Century Technologies:
- Observe Power Point presentations
- Employ on-line text
- Student conversations and responses
- Consult on-line take home tutorial program
- Listen to audio segments
- Participate in on-line workbook exercises
- Consult Classzone.com for ancillary exercises employ Language Lab
- Encourage student to create conversations in cooperative pair setting
- Describe where you live, your home or apartment, identify each room and talk about its furniture and appliances
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Construct a visual representation of where you live and point out each part orally in either a paired or whole group setting
- Prepare Communipak activities for use in cooperative pairs and for whole class presentation
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Provide information about your room in speech with the assistance of a visual aid
- Employ topical vocabulary and target structure when speaking, reading, and writing
- Participate in role play and converse in a paired setting and include information about opinions regarding physical activity, wellness, good eating habits, and improved quality of life
- Utilize the passé composé and imperfect past tenses to write a composition about where they used to live and what their lives used to be like.
Enrichment Activities:

- Plan to purchase a new place to live by employing online sources—talk about the neighborhood, the structure, its amenities, and taxes
- Read a longer text for enjoyment, cultural awareness, and vocabulary
- Using online sources, talk about the homes of the rich and famous
- Talk about where one would live if they were to win a great deal of money in the lottery

Methods of Assessments/Evaluation:

- Oral response presentations
- Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
- Oral evaluations (individual, pair, group)
- Tests and quizzes
- CD and DVD activities with workbook (on-line and hardcopy)
- Activités pour Tous workbook exercises
- Provide writing samples
- Participation in listening comprehension exercises with the Language Lab
- Dialogues
- Use of Classzone.com
- On-line tests/quizzes (for preparation and remediation)
- Completion of homework
- Listening, speaking, and writing performance tests
- Quarterly exams

Resources/Including Online Resources

- Online Textbook Information: Discovering French Nouveau Blanc 2
  - Image 2,
  - Discovering French Nouveau Blanc 2-Workbook
  - Activités Pour Tous
- Teacher Webpage
- DVD/CD presentations
- Classzone.com
- Take home tutor
Unit 6: What shall I wear?

Approximate # of Weeks:  (5 Weeks Total)

Essential Questions:

1. Can you accurately describe what you or others are wearing?
2. Would you be able to talk about clothes and accessories including their colors, their fabrics, their designs, and from what materials they are made?
3. In a culturally appropriate way, would you be able to converse with a salesperson to express your opinions and preferences about clothing and accessories?
4. How would you locate the types of clothing and accessory stores that you prefer?
5. Would you be able to indicate your size, your style, as well as your price range?
6. Are you able to utilize ordinal numbers to rank items or people in a series or to indicate your preference?
7. Would you be able to make comparisons using descriptive adjectives in the comparative and superlative constructions?
8. Can you ask about and refer to specific items or people using interrogative and demonstrative pronouns?
9. Do you know how to derive adverbs from adjectives?
10. Would you be able to describe and compare how things are done using common adverbs?
11. Who are some famous French fashion designers and how would you go about purchasing their products?
12. Where do Francophone teenagers shop to purchase their clothes and accessories?

Upon completion of this unit students will be able to:

- Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. (7.1.IM.A.1)
- Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (7.1.IM.A.2)
- Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (7.1.IM.A.4)
- Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. (7.1.IM.A.5)
• Infer the meaning of some unfamiliar words in some new contexts. (7.1.IM.A.7)
• Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. (7.1.IM.A.8)
• Give and follow a series of oral and written directions, commands, and requests for participating in age-and level-appropriate classroom and cultural act ivies in familiar and some unfamiliar situations. (7.1.IM.B.2)
• Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. (7.1.IM.B.3)
• Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (7.1.IM.B.4)
• Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situations. (7.1.IM.B.5)
• Synthesize information related to the cultural products, cultural practices, and cultural perspectives associated with targeted culture(s) to create a multimedia-rich presentation on targeted themes to be shared virtually with a target audience. (7.1.IM.C.1)
• Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (7.1.IM.C.2)
• Use language creatively to respond in writing to a variety of oral or visual prompts about familiar and some unfamiliar situations. (7.1.IM.C.3)
• Synthesize information found in age-and level-appropriate culturally authentic materials. (7.1.IM.C.4)
• Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each. (7.1.IM.C.5)
• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4.RI.3)
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4.RI.6)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4.W.1)

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.RI.9)

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5RI.7)

Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (5.W.1)


- Are included with unit objectives

Activities – include 21st Century Technologies:

- Observe Power Point presentations
- Employ on-line text
- Student conversations and responses
- Consult on-line take home tutorial program
- Listen to CD audio segments
- Participate in on-line workbook exercises
- Consult Classzone.com for ancillary exercises employ Language Lab
- Encourage student to create conversations in cooperative pair setting
- Describe where you buy clothes and accessories
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
- Construct a visual representation of people and describe what clothing and accessories they are wearing
- Prepare Communipak activities for use in cooperative pairs and for whole class presentation
- Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
- Provide information about your room in speech with the assistance of a visual aid
- Employ topical vocabulary and target structure when speaking, reading, and writing
- Demonstrate reading and cultural awareness and vocabulary expansion while reading longer text for pleasure
- Participate in role play and converse in a paired setting and include information about opinions regarding physical activity, wellness, good eating habits, and improved quality of life.
- Utilize the passé composé and imperfect past tenses to write a composition about where they used to live and what their lives used to be like.
- To make comparisons, participate in total physical response activities.
- Describe, in detail, the clothing and accessories of classmates, teacher, and other available people.

Enrichment Activities:
- Plan to purchase new clothing by employing online sources-talk about these purchases to your partner or the entire class.
- Read a longer text for enjoyment, cultural awareness, and vocabulary.
- Using online sources, talk about the outrageous outfits of the rich and famous.
- Talk about what clothing, jewelry, and accessories that you would buy if you were to win a great deal of money in the lottery.

Methods of Assessments/Evaluation:
- Oral response presentations.
- Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
- Oral evaluations (individual, pair, group)
- Tests and quizzes.
- CD and DVD activities with workbook (on-line and hardcopy).
- Activités pour Tous workbook exercises.
- Provide writing samples.
- Participation in listening comprehension exercises with the Language Lab.
- Dialogues.
- Use of Classzone.com.
- On-line tests/quizzes (for preparation and remediation).
- Completion of homework.
- Listening, speaking, and writing performance tests.
- Quarterly exams.

Resources/Including Online Resources:
- Online Textbook Information: Discovering French Nouveau Blanc 2.
- Image 2.
- Discovering French Nouveau Blanc 2-Workbook
- Activités Pour Tous
- Teacher Webpage
- DVD/CD presentations
- Classzone.com
- Take home tutor
Unit 7: Let’s Travel!

Approximate # of Weeks: (5 Weeks Total)

Essential Questions:

1. Can you use the future tense to talk about where you would like to travel?
2. How would you indicate your destinations, obtain travel documents, and find out about lodging?
3. What factors would you consider in order to decide where to stay, reserve a room in a hotel, and ask for services in a hotel?
4. Would you be able to plan a camping trip, purchase camping equipment, and map out your itinerary?
5. What would be the necessary steps to take when planning a trip to a francophone country?
6. How would you go about purchasing tickets for airplanes, trains, busses or other modes of transportation?
7. Can use the conditional tense in order to construct culturally acceptable, polite requests?
8. Would you be able to talk about what you would do under certain circumstances?
9. Can you discuss what would occur given certain conditions and could you describe these conditions as well as the possible results?
10. Would you be able to make logical choices and employ the future and conditional tenses?

Upon completion of this unit students will be able to:

- Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. (7.1.IM.A.1)
- Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (7.1.IM.A.2)
- Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (7.1.IM.A.4)
- Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. (7.1.IM.A.5)
- Comprehend and contrast, the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. (7.1.IM.A.6)
• Infer the meaning of some unfamiliar words in some new contexts. (7.1.IM.A.7)
• Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. (7.1.IM.A.8)
• Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. (7.1.IM.B.1)
• Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. (7.1.IM.B.2)
• Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. (7.1.IM.B.3)
• Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (7.1.IM.B.4)
• Engage in short conversations about personal experiences or events, topics studied in other content areas, and some unfamiliar topics and situation. (7.1.IM.B5)
• Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (7.1.IM.C.2)
• Use language creatively to respond in writing to a variety or oral or visual prompts about familiar and some unfamiliar situations. (7.1.IM.C.3)
• Synthesize information found in age- and level-appropriate culturally authentic materials. (7.1.IM.C.4)
• Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each. (7.1.IM.C.5)
• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges. (6.1.4.A.15)
• Explain how the availability of private and public goods and services is influenced by the global market and government. (6.1.4.C.7)
• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)
• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)
• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)
Common Core ELA Standards:

- Refer to details and examples in a text when explaining what the text say explicitly and when drawing inferences from the text. (4.RI.1)
- Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (4.RI.4)
- By the end of the year, read and comprehend informational texts, including history, science, and technical text in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4.RI.10)
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (4.RL.6)
- Explain the relationships of interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (5.RI.6)
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (5.RL.7)


- Are included with unit objectives

Activities – include 21st Century Technologies:

- Observe Power Point presentations
- Employ on-line text
- Student conversations
- Consult on-line take home tutorial program
- Listen to audio segments
- Participate in on-line workbook exercises
- Create plans for taking a trip to a Francophone country online-include modes of transportation, trip preparation, required documents
- Examine actual train schedules, indicate the cost of tickets, and map out travel routes to different French-speaking cities
- Consult Classzone.com for ancillary exercises employ Language Lab
- Encourage student to create conversations in cooperative pair setting
- Create dialogues to talk about what one would do given certain conditions
- Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Read authentic Realia to complete written exercises and to participate in motion exercises
• Read about and compare what Francophone teenagers do during vacations with what American teenagers do during their summer breaks
• Imitate different acquired expressions pertaining to daily personal hygiene routines as well as personal preferences regarding personal products
• Prepare Communipak activities for use in cooperative pairs and for whole class presentation
• Employ deductive reasoning to solve a puzzle
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Employ topical vocabulary and target structure when speaking, reading, and writing
• Participate in role play and converse in a paired setting and include information about opinions regarding what life will be like in one hundred years.

Enrichment Activities:

• Discover the Loire River Valley by creating an online visit to famous castles
• Plan to view the movie Marie Antoinette to imagine what life was like during this lavish time
• Create historical comparison between the American and French Revolutions—compare how both countries aided the other

Methods of Assessments/Evaluation:

• Oral response presentations
• Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Activités pour Tous workbook exercises
• Provide writing samples
• Participation in listening comprehension exercises with the Language Lab
• Dialogues
• Use of Classzone.com
• On-line tests/quizzes (for preparation and remediation)
• Completion of homework
• Listening, speaking, and writing performance tests
- Quarterly exams

Resources/Including Online Resources

- Online Textbook Information: Discovering French Nouveau Blanc 2
- Image 2,
- Discovering French Nouveau Blanc 2-Workbook
- Activités Pour Tous
- Teacher Webpage
- DVD/CD presentations
- Classzone.com
- Take home tutor
Unit 8: Let’s Drive!

Approximate # of Weeks: (5 Weeks Total)

Essential Questions:

1. How would describe the type of car that you hope to own one day?
2. Could you express your preferences regarding the types of vehicles that you like and do not like?
3. Would you be able to point out the parts of a car in a general sense?
4. How would you go about having the vehicle serviced for general maintenance or for simple repair?
5. What kinds of cars are made in France?
6. Can you compare French cars with American cars?
7. How would you explain the process of getting a driver’s license in France?
8. Can you convert kilometers to miles and liters to gallons?
9. How would you compare speed limits in France and in the United States?
10. Are you familiar with traffic signs and what they mean?
11. Do you know the rules of the right of way?
12. Can you compare a French auto race with American races?

Upon completion of this unit students will be able to:

- Compare and contrast information contained in culturally authentic materials using electronic information sources related to targeted themes. (7.1.IM.A.1)
- Demonstrate comprehension of oral and written instructions connected to daily activities and to some unfamiliar situations through appropriate responses. (7.1.IM.A.2)
- Use target language to paraphrase what is heard or read in oral or written descriptions of people, places, objects, and daily activities. (7.1.IM.A.4)
- Comprehend conversations and written information on a variety of familiar and some unfamiliar topics. (7.1.IM.A.5)
- Comprehend and contrast, the main idea, theme, main characters, and setting in readings from age- and level-appropriate, culturally authentic materials. (7.1.IM.A.6)
- Infer the meaning of some unfamiliar words in some new contexts. (7.1.IM.A.7)
- Use knowledge of structures of the target language to deduce meaning of new and unfamiliar structures. (7.1.IM.A.8)
• Use digital tools to participate in short conversations and to exchange information related to a variety of familiar topics and some unfamiliar topics. (7.1.IM.B.1)

• Give and follow a series of oral and written directions, commands, and requests for participating in age- and level-appropriate classroom and cultural activities in familiar and some unfamiliar situations. (7.1.IM.B.2)

• Use appropriate gestures, intonation, and common idiomatic expressions of the target culture(s)/language in familiar and some unfamiliar situations. (7.1.IM.B.3)

• Ask and respond to factual and interpretive questions of a personal nature, on school-related topics, and on some unfamiliar topics and situations. (7.1.IM.B.4)

• Dramatize student-created and/or authentic short plays, skits, poems, songs, stories, or reports. (7.1.IM.C.2)

• Use language creatively to respond in writing to a variety or oral or visual prompts about familiar and some unfamiliar situations. (7.1.IM.C.3)

• Synthesize information found in age- and level-appropriate culturally authentic materials. (7.1.IM.C.4)

• Compare the cultural perspectives of the target culture(s) with those of one’s own culture, as evidenced through the cultural products and cultural practices associated with each. (7.1.IM.C.5)

• Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national and global challenges. (6.1.4.A.15)

• Explain how the availability of private and public goods and services is influenced by the global market and government. (6.1.4.C.7)

• Describe characteristics of oneself, one’s family, and others. (6.1.P.D.1)

• Express individuality and cultural diversity (e.g., through dramatic play). (6.1.P.D.3)

• Learn about and respect other cultures within the classroom and community. (6.1.P.D.4)

Common Core ELA Standards:

• Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4.RI.3)

• Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4.RI.6)

• Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4.W.1)
• Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5.RI.9)
• Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5RI.7)
• Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5.W.2)
• Use knowledge of language and its conventions when writing, speaking, reading, or listening. (5L.3)


• Are included with unit objectives

Activities – include 21st Century Technologies:

• Observe Power Point presentations
• Employ on-line text
• Student conversations
• Consult on-line take home tutorial program
• Listen to audio segments
• Participate in on-line workbook exercises
• View DVD presentation to observe, listen and mimic native speakers
• Create plans for taking a camping trip in a Francophone country online-include modes of transportation, trip preparation, required equipment and documents
• Talk about driving and employ target structure and topical vocabulary
• Consult Classzone.com for ancillary exercises employ Language Lab
• Encourage student to create conversations in cooperative pair setting
• Create dialogues to talk about what one would do given certain conditions
• Imitate the pronunciation of native speakers by participating in the many facets of the CD program and its on-line components
• Read authentic Realia to complete written exercises and to participate in motion exercises
• Investigate how to go about getting a driver’s license and compare the French process with that of the United States
• Read about the rules of the road, right of way, and become familiar with the traffic signs
• Prepare Communipak activities for use in cooperative pairs and for whole class presentation
• Create a dialogue to depict visiting a service station, include getting gas, as well as getting car repair service
• Provide oral and/or written responses to comprehension questions related to the viewing of DVD presentations
• Take an online driving test
• Employ topical vocabulary and target structure when speaking, reading, and writing
• Examine Realia regarding getting a license, renting a car, buying a car, and purchasing insurance

Enrichment Activities:

• Your parents have suddenly become very wealthy and they surprise you with a trip to Monaco-talk about the fabulous cars that you see
• Your incredibly wealthy, generous aunt has bought you the car of your dreams-describe it
• Do an online search to find out about the influence of a Frenchman’s invention on the development of the modern car

Methods of Assessments/Evaluation:

• Oral response presentations
• Presentation of student work (skits, conversations, power point presentations, brochures, postcards, etc.)
• Oral evaluations (individual, pair, group)
• Tests and quizzes
• CD and DVD activities with workbook (on-line and hardcopy)
• Activités pour Tous workbook exercises
• Provide writing samples
• Participation in listening comprehension exercises with the Language Lab
• Dialogues
• Use of Classzone.com
• On-line tests/quizzes (for preparation and remediation)
• Completion of homework
• Listening, speaking, and writing performance tests
• Quarterly exams

Resources/Including Online Resources
• Online Textbook Information: Discovering French Nouveau Blanc 2
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  Discovering French Nouveau Blanc 2-Workbook
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• Teacher Webpage
• DVD/CD presentations
• Classzone.com
• Take home tutor