

<b>COURSE: FRENCH III</b>	<b>GRADES: 9-12</b>
<b>UNIT: Review of “Shopping and School life” Bien Dit Level 2 book, Chapters 3, 4</b>	<b>Unit 3.1</b>

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Communication:</b></p> <p>1.1 Provide &amp; obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written &amp; spoken language</p> <p>1.3 Present information &amp; ideas to an audience</p> <p><b>Cultures:</b></p> <p>2.1 Relationship between practices &amp; perspectives</p> <p>2.2 Relationship between products &amp; perspectives</p> <p><b>Connections:</b></p> <p>3.1 Reinforce &amp; further knowledge of other disciplines (math, science, history)</p> <p>3.2 Acquire &amp; recognize distinctive viewpoints only available through foreign language</p> <p><b>Comparisons:</b></p> <p>4.1 Demonstrate understanding of the nature of language through comparing French &amp; English</p> <p>4.2 Compare French culture to American culture</p> <p><b>Communities:</b></p> <p>5.1 Use French within &amp; beyond school setting</p> <p>5.2 Demonstrate lifelong learning by using language for personal enjoyment</p>
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<p><b>APPLIED NATIONAL STANDARDS:</b></p> <p>1.1, 1.2, 1.3 Students will communicate orally through little skits, dialogues, guided oral practice and group presentations.</p> <p>2.1, 2.2 Discussion of sports in France &amp; francophone countries. Culture section of unit text.</p> <p>3.1, 3.2 Reinforce &amp; further knowledge of academic options and vocabulary related to those options.</p> <p>4.1, 4.2 Demonstrate understanding of the nature of language through learning about the different applications of direct object pronouns, and the use of a negation to mean “only”.</p> <p>5.1, 5.2 Access French websites related to personal interests.</p>	<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Students will use object pronouns with the passé compose.</li> <li>2. Students will be able to correctly use words such as “someone, no one, something, nothing, and other advanced negation.</li> <li>3. Students will be able to conjugate irregular verbs like “suivre, recevoir, and ouvrir”.</li> <li>4. Students will be able to correctly use expressions such as “depuis, il y a , and ça fait”.</li> <li>5. Students will use and review Partitive Articles</li> <li>6. Students will use the pronoun Y and EN</li> <li>7. Students will review question formation</li> <li>8. Students will review object pronouns and their placement</li> <li>9. Students will review contractions with <b>à</b> and <b>de</b></li> </ol>
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<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Skits &amp; dialogues – talking about sports and school</li> <li>2. Create a journal to review word order of object pronouns and review irregular verbs like ouvrir.</li> <li>3. Learn about new sports and try some.</li> <li>4. Write about similarities &amp; differences of school in different countries.</li> <li>5. Group presentations</li> </ol> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. <u>Bien Dit!</u>, Holt, Rinehart, Winston, 2008 Level 2 book, chapter 4</li> <li>2. <a href="http://www.french.about.com">http://www.french.about.com</a> used to learn grammar &amp; vocab. And practice assessments.</li> <li>3. Blume, <u>French First Year</u>, Amsco, 1980</li> <li>4. <a href="http://www.ipl.org/div/news">http://www.ipl.org/div/news</a></li> <li>5. Various teacher generated handouts.</li> </ol>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Oral dialogues &amp; skits</li> <li>2. Written vocab. Quizzes on school &amp; sports.</li> <li>3. Verb quiz on irregular verbs of the chapter.</li> </ol> <p><b>REMEDIATION:</b></p> <ol style="list-style-type: none"> <li>1. Extra help after school</li> <li>2. Peer tutoring</li> <li>3. Practice sheets</li> <li>4. Ability grouping</li> </ol> <p><b>ENRICHMENT:</b></p> <ol style="list-style-type: none"> <li>1. Additional vocabulary related to the chapter. (rules, regulations, more irregular verbs)</li> </ol>
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<b>COURSE: FRENCH III</b>	<b>GRADES: 9-12</b>
<b>UNIT: A typical day « Une Journée typique » Bien Dit level 2 book, Chapter 5</b>	
<b>Unit 3.2</b>	

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Communication:</b></p> <p>1.1 Provide &amp; obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written &amp; spoken language</p> <p>1.3 Present information &amp; ideas to an audience</p> <p><b>Cultures:</b></p> <p>2.1 Relationship between practices &amp; perspectives</p> <p>2.2 Relationship between products &amp; perspectives</p> <p><b>Connections:</b></p> <p>3.1 Reinforce &amp; further knowledge of other disciplines (math, science, history)</p> <p>3.2 Acquire &amp; recognize distinctive viewpoints only available through foreign language</p> <p><b>Comparisons:</b></p> <p>4.1 Demonstrate understanding of the nature of language through comparing French &amp; English</p> <p>4.2 Compare French culture to American culture</p> <p><b>Communities:</b></p> <p>5.1 Use French within &amp; beyond school setting</p> <p>5.2 Demonstrate lifelong learning by using language for personal enjoyment</p>
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<p><b>APPLIED NATIONAL STANDARDS:</b></p> <p>1.1 Students will provide &amp; obtain information about their routines in a average day.</p> <p>1.2,1.3 Students will interpret written &amp; spoken language through “At the Bell” activities as well as other class activities. Students will present to the class</p> <p>2.1, 2.2 Discussion of daily life in France &amp; francophone countries through the “Flash Culture”, “Comparisons”, and “Products &amp; Perspectives” sections of Chapter 5</p> <p>3.1, 3.2 Reinforce &amp; further knowledge of science, history, and language arts through various “Connections” activities throughout the chapter.</p> <p>4.1, 4.2 Demonstrate understanding of the nature of language through learning about the different applications of reflexive verbs, and the use of them in different tenses. Also through the “Comparisons” section of Chapter 5</p> <p>5.1 Contact the local public library to see if students could set up a “French Corner” with various literature, magazines, etc...</p>	<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to talk about their routine</li> <li>2. Express impatience</li> <li>3. Say when you do things</li> <li>4. Make recommendations</li> <li>5. Students will use Reflexive Verbs</li> <li>6. Use the forms of Tout (All, everything)</li> <li>7. Students will learn how to use Reflexive verbs in the Passé Composé</li> <li>8. Will use the imperative with Reflexive Verbs</li> <li>9. Will review Reflexive verbs with infinitives</li> </ol>
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Skits &amp; dialogues – talking about daily activities</li> <li>2. French corner in a public library</li> <li>3. Learn about daily lives in other countries</li> <li>4. Write about similarities &amp; differences of life in different countries.</li> <li>5. Group presentations</li> </ol> <p><b>RESOURCES:</b></p> <ol style="list-style-type: none"> <li>1. <u>Bien Dit!</u>, Holt, Rinehart, Winston, 2008 Level 2 book. Chapter 5</li> <li>2. <a href="http://www.french.about.com">http://www.french.about.com</a> used to learn grammar &amp; vocab. And practice assessments.</li> <li>3. Blume, <u>French Second Year</u>, Amsco, 1980</li> <li>4. <a href="http://www.ipl.org/div/news">http://www.ipl.org/div/news</a></li> <li>5. Various teacher generated handouts.</li> </ol>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Participation - Asking &amp; answering questions during instructional lessons.</li> <li>2. Home Work – Individual practice writing reflexive verbs in a variety of tenses.</li> <li>3. Class Work – Group and paired activities with some individual work</li> <li>4. Quizzes – On vocabulary and grammar of the chapter</li> <li>5. Tests – On reading, writing, listening, and some speaking.</li> </ol> <p><b>REMEDIATION:</b></p> <ol style="list-style-type: none"> <li>1. Peer tutoring</li> <li>2. Practice sheets</li> <li>3. Ability grouping</li> </ol> <p><b>ENRICHMENT:</b></p> <ol style="list-style-type: none"> <li>1. Additional vocabulary related to the chapter. More reflexive verbs</li> </ol>

<b>COURSE: FRENCH III</b>	<b>GRADES: 9-12</b>
<b>UNIT: The Good Ole Days “Le Bon Vieux Temps”</b> Level 2 book, Chapter 6	<b>Unit 3.3</b>

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Communication:</b></p> <p>1.1 Provide &amp; obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written &amp; spoken language</p> <p>1.3 Present information &amp; ideas to an audience</p> <p><b>Cultures:</b></p> <p>2.1 Relationship between practices &amp; perspectives</p> <p>2.2 Relationship between products &amp; perspectives</p> <p><b>Connections:</b></p> <p>3.1 Reinforce &amp; further knowledge of other disciplines (math, science, history)</p> <p>3.2 Acquire &amp; recognize distinctive viewpoints only available through foreign language</p> <p><b>Comparisons:</b></p> <p>4.1 Demonstrate understanding of the nature of language through comparing French &amp; English</p> <p>4.2 Compare French culture to American culture</p> <p><b>Communities:</b></p> <p>5.1 Use French within &amp; beyond school setting</p> <p>5.2 Demonstrate lifelong learning by using language for personal enjoyment</p>
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<p><b>APPLIED NATIONAL STANDARDS:</b></p> <p>1.1 Provide &amp; obtain information about events that happened in the past.</p> <p>1.2 Interpretation of written &amp; spoken language through “At the Bell” activities and group and partnered activities.</p> <p>1.3 Information researched will be presented to the class</p> <p>2.1,2.2 The relationship between practices, products, and perspectives are covered in the “Flash Culture”, “Practices &amp; Perspectives”, and the “Products &amp; Perspectives” sections of Chapter 6</p> <p>3.1, 3.2 Knowledge is furthered and reinforced in the areas of History &amp; Music in the “Connections” link in Chp. 6 these sections show distinctive viewpoints only seen through the study of language</p> <p>4.1, 4.2 The understanding of the nature of language is shown in the comparison of grammar in French &amp; in English by studying the use of adverbs and comparative and superlatives. Also the “Comparisons” sections of the Chapter</p> <p>5.1 Singing “Comptines” (Nursery rhymes) in French for a community service project.</p>	<p><b>UNIT OBJECTIVES:</b></p> <ol style="list-style-type: none"> <li>1. Students will be able to talk about when you were a child</li> <li>2. Tell about an event in the past</li> <li>3. Compare life in the country to life in the city</li> <li>4. Describe life in the country</li> <li>5. Students will use the Imparfait tense and use it with the Passé Composé tense</li> <li>6. Students will review adverb placement</li> <li>7. Students will use the comparative and superlative with adjectives and nouns</li> <li>8. Students will learn irregular comparisons and superlatives</li> </ol>
<p><b>ACTIVITIES:</b></p> <ol style="list-style-type: none"> <li>1. Skits &amp; dialogues</li> <li>2. Group and partnered activities in class</li> <li>3. Poster: About the students childhood with pictures and captions</li> <li>4. Litureature: Jules Supervielle – Study a poet and read one of his poems. Then write your own poem.</li> <li>5. The verb game in different tenses for practice and review</li> </ol> <p><b>RESOURCES:</b></p> <p><i>Bien Dit</i> (2008) level 2. Chapitre 6 “?”</p> <p><a href="http://french.about.com/">http://french.about.com/</a></p> <p><a href="http://www.ipl.org/div/news">http://www.ipl.org/div/news</a> for listing of and access to world newspapers on line.</p> <p>Blume, <i>French Second Year</i>, 3<sup>rd</sup> edition, Amsco</p> <p>Various teacher generated hand-outs and work sheets</p>	<p><b>ASSESSMENTS:</b></p> <ol style="list-style-type: none"> <li>1. Participation – During instructional &amp; cooperative lessons</li> <li>2. Home Work –practice using comparatives and superlatives adjectives and adverbs</li> <li>3. Class Work – Practice skits and guided practice for sentence writing</li> <li>4. Quizzes – On vocabulary and dictation</li> <li>5. Test – On Reading, writing , listening, and speaking</li> </ol> <p><b>REMEDIATION:</b></p> <ol style="list-style-type: none"> <li>1. Extra help after school</li> <li>2. Peer tutoring</li> <li>3. Practice sheets</li> <li>4. Ability grouping</li> </ol> <p><b>ENRICHMENT:</b></p> <ol style="list-style-type: none"> <li>1. Additional vocabulary related to chapter. (farm/country/city vocab.)</li> </ol>

## NATIONAL STANDARDS:

**Communication:**

- 1.1 Provide & obtain information, express feelings, exchange opinions
- 1.2 Interpretation of written & spoken language
- 1.3 Present information & ideas to an audience

**Cultures:**

- 2.1 Relationship between practices & perspectives
- 2.2 Relationship between products & perspectives

**Connections:**

- 3.1 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.2 Acquire & recognize distinctive viewpoints only available through foreign language

**Comparisons:**

- 4.1 Demonstrate understanding of the nature of language through comparing French & English
- 4.2 Compare French culture to American culture

**Communities:**

- 5.1 Use French within & beyond school setting
- 5.2 Demonstrate lifelong learning by using language for personal enjoyment

## APPLIED NATIONAL STANDARDS:

- 1.1 Students will exchange opinions about camping.
- 1.2 Read and discuss in French about French African culture.
- 1.3 Storytelling will occur in the class.
- 2.1 Griot story telling tradition will be examined.
- 3.1 Geography of Senegal and Dakar will be studied
- 3.2 The Red Cross originated in Switzerland. Students will research the history and mission of “La Croix-Rouge”
- 4.1 Types of past tenses will be considered while learning about the imperfect and simple past in French.
- 4.2 Regulations of camping in France will contrast to those in US
- 5.1 Students research local campground and create a brochure or speech for French tourists.
- 5.2 Inspire interest in International camping.

## ACTIVITIES:

1. Small groups will be assigned to tell and listen to stories.
2. Large group will practice games that differentiate the “imparfait” and “passé composé” verbs.
3. Pairs will conduct read alouds of dialogues, cultural readings and work on writing activities together.
4. Whole class will practice pronunciation and use of future tense
5. Individuals will research local campgrounds and the history of the Red Cross in Switzerland (after research each student will present one sentence that relates one item that was learned through research).

## RESOURCES: Bien Dit 2 chapitre 7

Worksheet for student self assessments of storytelling.

## UNIT OBJECTIVES:

1. Students will practice integrating the use of compound past and imperfect past in dialogue.
2. Use the expression “etre en train de” with “imparfait”
3. Future tense verb stems and endings will be memorized and complete future tense verbs will be practiced in reading.
4. Research will be done concerning the history of the red cross as well as local camping opportunities.
5. The irregularities of the verb courir will be applied.
6. Vocabulary associated with camping will be practiced.

## ASSESSMENTS:

1. Participation- asking and answering questions during instructional sessions.
2. Home work- individual practice writing sentences using future, imperfect and compound past tense verbs.
3. Class work- Storytelling in small groups.
4. Quizzes- on vocabulary and dictation.
5. Test- on listening and reading responses.

REMEDIATION: Students will review the “passé composé” tense. Avoir and Être verbs will be kept separate to further cement the concept of treating the verbs differently.

ENRICHMENT: Students will integrate present, past and near future tenses into their skit.

**NATIONAL STANDARDS:****Communication:**

- 1.1 Provide & obtain information, express feelings, exchange opinions
- 1.2 Interpretation of written & spoken language
- 1.3 Present information & ideas to an audience

**Cultures:**

- 2.1 Relationship between practices & perspectives
- 2.2 Relationship between products & perspectives

**Connections:**

- 3.1 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.2 Acquire & recognize distinctive viewpoints only available through foreign language

**Comparisons:**

- 4.1 Demonstrate understanding of the nature of language through comparing French & English
- 4.2 Compare French culture to American culture

**Communities:**

- 5.1 Use French within & beyond school setting
- 5.2 Demonstrate lifelong learning by using language for personal enjoyment

**APPLIED NATIONAL STANDARDS:**

- 1.1 Students will provide and obtain information about health.
- 1.2 Vocabulary needed for a visit to the doctor and to describe exercise routine and health choices will be interpreted.
- 1.3 Students will create a survey and present it to class.
- 2.1 Health choices and the high fat cultural foods will be considered.
- 2.2 We will study the history of the game of “awale”.
- 3.1 English subjunctive use will be noted.
- 4.1 English use subjunctive less than the French do.
- 4.2 French government funds hospitals vs. American health insurance.
- 5.1 Students create French greeting cards to send to family members.
- 5.2 Slang words inspire students to be street savvy in their lingo.

**ACTIVITIES:**

1. Small groups will read instructions aloud in French and play the game “awale” while counting their moves aloud in French.
2. Large group will play “simon dit” using new body part vocabulary.
3. Pairs will conduct read alouds of dialogues, cultural readings and work on writing activities together.
4. Whole class will practice pronunciation and use of conditional and subjunctive verbs.
5. Individuals will research the different ways that francophone countries deal with health care funding. Homework that requires the students to choose which verb form to use with “si clauses” will be assigned.

**RESOURCES:** Bien Dit 2 chapitre 8

Mancala game board and/or supplies to create one.

**UNIT OBJECTIVES:**

1. Students will practice application of subjunctive and conditional verbs.
2. Use expressions of necessity, request and emotion with the subjunctive mood.
3. Play the game called awale.
4. Research will be done concerning health care funding in francophone countries.
5. Students will use conditional tense verbs following the “si” clause”
6. Vocabulary associated with health and exercise will be practiced.

**ASSESSMENTS:**

1. Participation- asking and answering questions during instructional sessions.
2. Home work- individual practice writing sentences using conditional and subjunctive verbs and “si clauses”
3. Class work- Interpreting game directions and playing “awale” in small groups.
4. Quizzes- on vocabulary and dictation.
5. Test- on listening and reading responses.

**REMEDATION:** Students will draw, trace, or paste a human form and label the individual elements.

**ENRICHMENT:** Students will create a list of ailments in French that are not found in the text.

<b>COURSE: FRENCH III</b>	<b>GRADES: 9-12</b>
<b>UNIT: Entertainment “on s’amuse” Bien Dit level 2, Chapter 9</b>	<b>Unit 3.6</b>

<p><b>NATIONAL STANDARDS:</b></p> <p><b>Communication:</b></p> <p>1.1 Provide &amp; obtain information, express feelings, exchange opinions</p> <p>1.2 Interpretation of written &amp; spoken language</p> <p>1.3 Present information &amp; ideas to an audience</p> <p><b>Cultures:</b></p> <p>2.1 Relationship between practices &amp; perspectives</p> <p>2.2 Relationship between products &amp; perspectives</p> <p><b>Connections:</b></p> <p>3.1 Reinforce &amp; further knowledge of other disciplines (math, science, history)</p> <p>3.2 Acquire &amp; recognize distinctive viewpoints only available through foreign language</p> <p><b>Comparisons:</b></p> <p>4.1 Demonstrate understanding of the nature of language through comparing French &amp; English</p> <p>4.2 Compare French culture to American culture</p> <p><b>Communities:</b></p> <p>5.1 Use French within &amp; beyond school setting</p> <p>5.2 Demonstrate lifelong learning by using language for personal enjoyment</p>
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<p><b>APPLIED NATIONAL STANDARDS:</b></p> <p>1.1 Students will provide and obtain information about entertainment.</p> <p>1.2 Vocabulary needed for discussing entertainment preferences will be interpreted.</p> <p>1.3 Students will describe their favorite book or movie to class.</p> <p>2.1 Various French tax applications will be considered.</p> <p>2.2 Les Miserables was published in 1862 by Victor Hugo in France and is considered a product of France.</p> <p>3.1 Civic law concerning taxes will be discussed.</p> <p>4.1 Compare the use of present participles and various pronouns.</p> <p>4.2 Different tax structures will be compared.</p> <p>5.1 French club will offer an after school viewing of Les Miserables in French with English sub-titles.</p> <p>5.2 French movies are a source of personal enjoyment for many.</p>	<p><b>UNIT OBJECTIVES:</b></p> <p>1. Students will practice application of relative, interrogative and demonstrative pronouns.</p> <p>2. Use present participles to indicate concurrent action and as adjectives.</p> <p>3. The Cannes film festival will be discussed.</p> <p>4. Entertainment preferences will be shared in French.</p> <p>5. A portion of “Les Miserables” will be viewed and reflected upon in French.</p> <p>6. Vocabulary associated with discussing TV, movies and books will be practiced.</p>
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<p><b>ACTIVITIES:</b></p> <p>1. Small groups will share and record each other’s entertainment preferences.</p> <p>2. Large group will watch a portion of “Les Misérables” in French and reflect upon what they saw and heard with a French paragraph.</p> <p>3. Pairs will conduct read alouds of dialogues, cultural readings and work on writing activities together.</p> <p>4. Whole class will practice pronunciation of vocabulary pertaining to entertainment.</p> <p>5. Individuals will practice present participle formation and use while being exposed to entertainment discussion.</p> <p>Homework will include pronoun usage practice.</p> <p><b>RESOURCES:</b> Bien Dit 2 chapitre 9 Les Miserables – simplified reader, dvd with French audio</p>	<p><b>ASSESSMENTS:</b></p> <p>1. Participation- asking and answering questions during instructional sessions.</p> <p>2. Home work- individual practice writing sentences using demonstrative, interrogative and relative pronouns as well as present participle use.</p> <p>3. Class work- Written response to Les Misérables,</p> <p>4. Quizzes- on vocabulary and dictation.</p> <p>5. Test- on listening and reading responses.</p> <p><b>REMEDIATION:</b> Students will chart the subject, direct object, indirect object, reflexive, demonstrative, interrogative and relative pronouns</p> <p><b>ENRICHMENT:</b> Students will create a mini-movie of their own to reflect the message of “Les Misérables”.</p>
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**NATIONAL STANDARDS:****Communication:**

- 1.1 Provide & obtain information, express feelings, exchange opinions
- 1.2 Interpretation of written & spoken language
- 1.3 Present information & ideas to an audience

**Cultures:**

- 2.1 Relationship between practices & perspectives
- 2.2 Relationship between products & perspectives

**Connections:**

- 3.1 Reinforce & further knowledge of other disciplines (math, science, history)
- 3.2 Acquire & recognize distinctive viewpoints only available through foreign language

**Comparisons:**

- 4.1 Demonstrate understanding of the nature of language through comparing French & English
- 4.2 Compare French culture to American culture

**Communities:**

- 5.1 Use French within & beyond school setting
- 5.2 Demonstrate lifelong learning by using language for personal enjoyment

**APPLIED NATIONAL STANDARDS:**

- 1.1 Students will provide and obtain information about entertainment.
- 1.2 Vocabulary needed for discussing entertainment preferences will be interpreted.
- 1.3 Students will describe their favorite travel destination.
- 2.1 Various French poetry and tourism jobs will be considered.
- 2.2 “En sortant l’école” was written by Jacques Prévert whose poetry is well known in France and is considered a product of France.
- 3.1 Occupations in French tourism will be discussed.
- 4.1 Compare the order of pronouns, and the use of geographic prepositions.
- 4.2 Tourism will be compared.
- 5.1 French club will offer an after reading of poetry in French with English sub-titles.
- 5.2 French movies are a source of personal enjoyment for many.

**ACTIVITIES:**

1. Small groups will *share and record* each other’s entertainment preferences.
  2. Large group will *listen to* a portion of “En sortant l’école” in French and *reflect* upon what they saw and heard with a French paragraph.
  3. Pairs will conduct *read alouds* of dialogues, cultural readings and work on writing activities together.
  4. Whole class will practice *pronunciation* of vocabulary pertaining to entertainment.
  5. Individuals will practice present participle formation and use while being exposed to entertainment discussion.
- Homework will include pronoun usage practice.

**RESOURCES:** Bien Dit 2 chapitre 10

**UNIT OBJECTIVES:**

1. Students will practice application of **order of pronouns**.
2. Use **geographic prepositions** with masculine, and feminine countries, and cities.
3. The Nice Jazz festival will be discussed.
4. Read and reflect upon the poetry of Jacques Prévert “En sortant l’école”
5. Create a poem in French.
6. Vocabulary associated with travel needs, modes of transportation, and travel destinations will be used.

**ASSESSMENTS:**

1. Participation- asking and answering questions during instructional sessions.
2. Home work- individual practice writing sentences using demonstrative, interrogative and relative pronouns as well as present participle use.
3. Class work- Written response to “En sortant l’école”.
4. Quizzes- on vocabulary and dictation.
5. Test- on listening and reading responses.

**REMEDIATION:** Students will identify personal needs and complete extra work using Blume Stein Workbook, or Une fois pour toutes, to get extra practice in their own area of need.

**ENRICHMENT:** Students will perform- read aloud to the class their own personal French poem creation.