

Unit	Lesson	Objectives/Instruction
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### Unit 1 (Lessons 1-5): Greetings

#### Unit 1 (Lessons 1-5): Greetings: Vocabulary Activities

Students recognize and understand vocabulary related to greetings through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to the French alphabet. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

#### Unit 1 (Lessons 1-5): Greetings: Grammar Activities

Students begin with a review of grammatical parts of speech. They are then introduced to nouns, definite articles & gender, comparing them to English, which has only one definite article. They also learn when to use tu vs. vous.

#### Unit 1 (Lessons 1-5): Greetings: Culture Activities

Students read about a variety of topics related to France. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the regions in France and the shape of the country. A short comprehension quiz follows each culture activity.

#### Unit 1 (Lessons 1-5): Greetings: Stretch, Stories, and Explore Activities

Puzzle sentences are introduced, challenging students to figure out some of the basic logic or grammar for French. They learn to recognize the structure of simple French sentences and how to build simple French sentences based on the puzzle sentences. A weekly quiz at the end determines their comprehension.

In the explore activity, students meet and introduce themselves in French to a native speaker. Then they report back about whom they talked to and what was said, and how the subject responded.

Students also read and listen to the "Scary Fairy Tale Story," a ongoing story throughout the course. They listen and read each weekly episode multiple times. Each time they listen/read, the English words are replaced by more French words.

#### Unit 1 (Lessons 1-5): Greetings: Assessments

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to ask and answer 5 questions from the vocabulary they learned this week. They say the terms/phrases from memory in French and then record their answers. They are also given an open-ended writing assignment in which they must recreate a conversation between people who are meeting for the first time.

### Unit 2 (Lessons 6-10): School

#### Unit 2 (Lessons 6-10): School: Vocabulary Activities

Students recognize and understand vocabulary related to school through activities such as matching, writing, speaking, reading, and pronunciation practices. Students record themselves spelling their own name.

They also practice the alphabet and record themselves speaking it. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Students also make use of a Guide to French Rhythm and Accents.

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<b>Unit 2 (Lessons 6-10): School: Grammar Activities</b>		
		Students learn and practice indefinite articles, comparing them to the English "a/an, and some." These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 2 (Lessons 6-10): School: Culture Activities</b>		
		Students read about a variety of topics related to France. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about French dining and the economy. A short comprehension quiz follows each culture activity.
		Students also write a culture report, a 3-paragraph letter comparing French and American culture.
<b>Unit 2 (Lessons 6-10): School: Stretch, Stories, and Explore Activities</b>		
		Students are introduced to the concept of bilingual fluency, turning thoughts directly into French without translation from English. They figure out how French communicates identity and how to structure simple French sentences based on pictographs.
		They continue to the next episode of the Scary Fairy tale where more vocabulary is introduced and learned within the context of the story.
<b>Unit 2 (Lessons 6-10): School: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended writing assignment where students are asked to pick ten school-related words learned this week and record themselves pronouncing them in French.
		Students also make a list of 5 objects they see in their classroom and translate them into French using the definite and indefinite articles.
<b>Unit 3 (Lessons 11-15): Descriptions</b>		
<b>Unit 3 (Lessons 11-15): Descriptions: Vocabulary Activities</b>		
		Students recognize and understand vocabulary related to descriptions, including colors, emotions, personality characteristics, etc. through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 3 (Lessons 11-15): Descriptions: Grammar Activities</b>		
		Students learn and practice French subject pronouns. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 3 (Lessons 11-15): Descriptions: Culture Activities</b>		
		Students read about a variety of topics related to France. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the diet of people in France and how French people measure success. A quiz follows the activity.

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**Unit 3 (Lessons 11-15): Descriptions: Stretch, Stories, and Explore Activities**

Students listen to a conversation and follow along with the text. They look for a word pattern they have been learning. In a 2nd paragraph, the student describes the important contribution to the country and world.

Students continue the Scary Fairy Tale Story, reading and listening, followed by a quiz.

Additionally, students listen to and read a story, The Broken Window. They play a listening game to identify match the picture with the spoken term.

Students also make use of a Realia activity in which they look at a clothing retail website in French to select the color(s) the jacket comes in.

An Explore: Famous People activity gives students the opportunity to research from an authentic French website. They identify and learn about a famous character from a French-speaking country. Then students write 5 sentences (with 2 in French) summarizing the person's biography and contributions.

**Unit 3 (Lessons 11-15): Descriptions: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended writing assignment where students use descriptive vocabulary, write 2-3 sentences in French describing yourself. Students are asked in a speaking quiz to verbally describe five friends in writing, including adjectives that describe physical characteristics and emotional states.

**Unit 4 (Lesson 16-20): Countries and Nationalities**

**Unit 4 (Lesson 16-20): Countries and Nationalities: Vocabulary Activities**

Students recognize and understand vocabulary related to countries, nationalities, and the numbers 1-30 through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Students apply vocabulary in context by completing an activity that uses knowledge from other content areas. They listen to a story and follow along with the text. They practice comprehending the main idea of a classroom lecture.

**Unit 4 (Lesson 16-20): Countries and Nationalities: Grammar Activities**

Students are then introduced to the present tense of the 3 major verb groups. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. Students also review grammatical concepts about description, countries and nationalities.

**Unit 4 (Lesson 16-20): Countries and Nationalities: Culture Activities**

Students read about a variety of topics related to Monaco. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the history of Monaco. A short comprehension quiz follows each culture activity.

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**Unit 4 (Lesson 16-20): Countries and Nationalities: Stretch, Stories, and Explore Activities**

Students apply knowledge of content from other curricular areas as they go through a module called Points, lines, and figures to practice general listening comprehension. They recognize some patterns in the structure of the phrases within the text. They practice describing different figures they draw. They also work on their pronunciation of the vocabulary words.

Students also read and listen to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.

**Unit 4 (Lesson 16-20): Countries and Nationalities: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is a speaking assignment where students are asked to count from 0-20 in French. They also have an open-ending writing assignment where the students are asked to pick a celebrity to write about. They write a short conversation in French according to the pattern given. In the conversation, students ask who the celebrity is and answer the question. They ask where the celebrity comes from and answer the question. They describe the celebrity's nationality.

**Unit 5 (Lessons 21-25): Common Verbs**

**Unit 5 (Lessons 21-25): Common Verbs: Vocabulary Activities**

Students recognize and understand vocabulary related to common verbs through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 5 (Lessons 21-25): Common Verbs: Grammar Activities**

Students are then introduced to making compound sentences. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics.

**Unit 5 (Lessons 21-25): Common Verbs: Culture Activities**

Students read about a variety of topics related to Monaco. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the history and population of Monaco. A short comprehension quiz follows each culture activity.

**Unit 5 (Lessons 21-25): Common Verbs: Stretch, Stories, and Explore Activities**

Students read and listen to another segment of the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.

Toward Fluency helps students expand their grasp of grammar principles by encountering them in specific contexts. In this module students will listen to and read for general comprehension. They will gain a general understanding of the grammar principles covered and will demonstrate their ability to recognize and generate grammatically correct sentences.

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**Unit 5 (Lessons 21-25): Common Verbs: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. There is a speaking test that asks students to identify five things that they like to do. They record themselves speaking in French. Then they find 2 things they didn't know about Monaco and record themselves stating the facts in French. In addition, there is an open-ended writing activity in which students pick three verbs from their vocabulary list and write 3 sentences about their friends or family using the verbs and sentence patterns from the last couple of weeks.

**Unit 6 (Lessons 26-30): Common Verbs #2**
**Unit 6 (Lessons 26-30): Common Verbs #2 and Time: Vocabulary Activities**

Students recognize and understand vocabulary related to common verbs, and to telling time, through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 6 (Lessons 26-30): Common Verbs #2 and Time: Grammar Activities**

Students are then introduced to the imperative. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics.

**Unit 6 (Lessons 26-30): Common Verbs #2 and Time: Culture Activities**

Students read about a variety of topics related to Switzerland. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about languages spoken in Switzerland and the percent of the population there that is French. A short comprehension quiz follows each culture activity.

**Unit 6 (Lessons 26-30): Common Verbs #2 and Time: Stretch, Stories, and Explore Activities**

Students read and listen to another segment of the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.

Students read and learn the story The Key of the King's Kingdom. They recognize terms and patterns in the story and patterns in how sentences look. Then they practice telling parts of the story and record themselves performing the story to submit to the teacher.

In the explore activity, students conduct research from an authentic French or English resource such as the Internet or a newspaper and analyze why a certain currently living francophone person is so famous in his/her country/culture. They answer the question, "could this person also be famous in your own country?" and they write a paragraph (7 sentences in English) about those two questions using their own words and ideas.

**Unit 6 (Lessons 26-30): Common Verbs #2 and Time: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to select 3 verbs from the week's vocabulary list and give someone a command to do something in French. They are also given a open-ended writing assignment in which they choose three verbs and write three new sentences in French about things people that they know do.

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<b>Unit 7 (Lessons 31-35): Common Verbs #3 and Conjunctions</b>		
<b>Unit 7 (Lessons 31-35): Common Verbs #3 and Conjunctions: Vocabulary Activities</b>		
Students recognize and understand vocabulary related to common verbs through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to coordinating conjunctions and prepositions. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
<b>Unit 7 (Lessons 31-35): Common Verbs #3 and Conjunctions: Grammar Activities</b>		
Students begin with an introduction to simple negatives. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
<b>Unit 7 (Lessons 31-35): Common Verbs #3 and Conjunctions: Culture Activities</b>		
Students read about a variety of topics related to Switzerland. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the milestones in a Swiss person's life and the flag. A short comprehension quiz follows each culture activity.		
<b>Unit 7 (Lessons 31-35): Common Verbs #3 and Conjunctions: Stretch, Stories, and Explore Activities</b>		
Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.		
Students also read and listen to two conversations to follow along with the main idea. They try to identify sentence or phrase patterns. Next, they record themselves retelling as much of the story as they can.		
Later, students use pictographs to construct sentences and stories. They listen to a conversation and dramatize the dialogue. Then they try to say the dialogue without thinking in English.		
<b>Unit 7 (Lessons 31-35): Common Verbs #3 and Conjunctions: Assessments</b>		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students record themselves answering English questions with a short response in French, which begins with a preposition.		
<b>Unit 8 (Lessons 36-40): Days, Months, and Seasons</b>		
<b>Unit 8 (Lessons 36-40): Days, Months, and Seasons: Vocabulary Activities</b>		
Students recognize and understand vocabulary related to days, months, and seasons through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are introduced to the numbers 30-100. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity is provided that shows students a school schedule and asks a vocabulary-related comprehension question.		
<b>Unit 8 (Lessons 36-40): Days, Months, and Seasons: Grammar Activities</b>		
Students begin learning expressions with avoir. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading, writing, and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		

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**Unit 8 (Lessons 36-40): Days, Months, and Seasons: Culture Activities**

Students read about a variety of topics related to Rwanda. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. Specifically, students will answer a question about home life and the population. A short comprehension quiz follows each culture activity.

**Unit 8 (Lessons 36-40): Days, Months, and Seasons: Stretch, Stories, and Explore Activities**

Students are also introduced to the Scary Fairy tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students practice translating English sentences into French by studying some sample sentences, and using familiar vocabulary to create translations that follow the pattern.

Next students listen to an audio clip and answer comprehension questions.

In the explore activity, students compare the gestures used by French speakers for counting on fingers and compare it with the English tradition. They explain in English the differences and whether one way makes more sense than another.

**Unit 8 (Lessons 36-40): Days, Months, and Seasons: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is a speaking assignment where students are asked to record themselves saying the days of the week in French. They are also given an open-ended writing assignment where they write 3 sentences about a friend using the verb avoir in each one.

**Unit 9 (Lessons 41-45): Semester 1 Midterm**
**Unit 9 (Lessons 41-45): Semester 1 Midterm Review: Stretch, Stories, and Explore Activities**

Students are introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.

**Unit 9 (Lessons 41-45): Semester 1 Midterm Review: Assessments**
**Semester 1 Midterm Writing Exam**

They are given an open-ended writing assignment where they role play interviewing a famous person, describing what questions they would ask, and surmising what answers the person would give.

**Semester 1 Midterm Speaking Exam**

There is an open-ended speaking assignment where students are asked to summarize their weekly routine, using correctly-conjugated verbs and mention at least four different days.

**Semester 1 Midterm Exam**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous eight units.

**Unit 10 (Lessons 46-50): Hobbies**
**Unit 10 (Lessons 46-50): Hobbies: Vocabulary Activities**

Students recognize and understand vocabulary related to hobbies through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Objectives/Instruction
<b>Unit 10 (Lessons 46-50): Hobbies: Grammar Activities</b>		
		They are then introduced to asking questions. These concepts are practiced through matching and translation exercises. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 10 (Lessons 46-50): Hobbies: Culture Activities</b>		
		Students read about a variety of topics related to Rwanda. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about historical events and diet. A short comprehension quizzes follow the culture activity.
<b>Unit 10 (Lessons 46-50): Hobbies: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students are given an activity in which they translate phrases into French using indefinite and definite articles and linking the nouns to singular or plural regular and irregular verb forms. Students also translate sentences and phrases into French that contain infinitives, the word "which," and pointing words. Last they translate sentences that contain "the one who."
		In the explore activity, students research a traditional recipe from a French-speaking country. They prepare the recipe and see how they like it. They record themselves saying the ingredients needed to make it and explain whether or not they liked the recipe. Last they explain whether the recipe had a special significance, if it is made during a particular time of year, and if it comes from a particular region.
<b>Unit 10 (Lessons 46-50): Hobbies: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to write 3 sentences about 2 or 3 of their hobbies and record themselves speaking those sentences. There is also an open-ended writing quiz in which the students must write three questions using the question words learned that week.
<b>Unit 11 (Lessons 51-55): Food (Part I)</b>		
<b>Unit 11 (Lessons 51-55): Food (Part I): Vocabulary Activities</b>		
		Students recognize and understand vocabulary related to food through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 11 (Lessons 51-55): Food (Part I): Grammar Activities</b>		
		Students are introduced to prepositions "de" and "a" and their contractions. They are also taught how to show possession using the words "de" and "a" and their contractions. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 11 (Lessons 51-55): Food (Part I): Culture Activities</b>		
		Students read about a variety of topics related to French Polynesia. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the eating and the Tahitian alphabet. A short comprehension quiz follows each culture activity.

Unit	Lesson	Objectives/Instruction
<b>Unit 11 (Lessons 51-55): Food (Part I): Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students are given an activity in which they learn many common phrases that are essential for fluency.
		They are then asked to apply their knowledge from another curriculum area as they listen and read phrases related to points, lines, and figures. They try to understand the main idea, recognized some patterns in the sentence structures they hear, and practice describing different figures they draw.
<b>Unit 11 (Lessons 51-55): Food (Part I): Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to tell what they eat for breakfast and lunch. There is also an open-ended writing assignment in which the students write 3 or 4 sentences telling what they like to eat for breakfast, lunch, and dinner.
<b>Unit 12 (Lessons 56-60): Food (Part II)</b>		
		<b>Unit 12 (Lessons 56-60): Food (Part II): Vocabulary Activities</b>
		Students recognize and understand additional vocabulary related to food through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		<b>Unit 12 (Lessons 56-60): Food (Part II): Grammar Activities</b>
		Students are introduced to common irregular verbs "faire" vs. "jouer." These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		<b>Unit 12 (Lessons 56-60): Food (Part II): Culture Activities</b>
		Students read about a variety of topics related to French Polynesia. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the Government and Arts. A short comprehension quiz follows each culture activity.
		<b>Unit 12 (Lessons 56-60): Food (Part II): Stretch, Stories, and Explore Activities</b>
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. They then listen to and read From Word to Discourse for general comprehension and to understand the grammar principles. Then they draw from a scatter chart of words as building blocks to make sentences. They record themselves speaking 5 statements.
		Finally, students are given the challenge to translate one of their favorite recipes into French. They use a dictionary to find words they don't know. They submit their translated recipe to the teacher.
		Last, they read a menu and select the item on the menu that contains meat.

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**Unit 12 (Lessons 56-60): Food (Part II): Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students choose three people they know and record themselves telling what activities they like to do, using *jouer* or *faire*. There is also an open-ended speaking assignment in which they write a dialogue between a waiter and a customer at a restaurant. It should include two foods learned that week.

**Unit 13 (Lessons 61-65): Family**
**Unit 13 (Lessons 61-65): Family: Vocabulary Activities**

Students recognize and understand vocabulary related to family through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 13 (Lessons 61-65): Family: Grammar Activities**

They are then introduced to adverbs: *souvent*, *de temps en temps*, *rerement*, and *d'habitude*." These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 13 (Lessons 61-65): Family: Culture Activities**

Students read about a variety of topics related to Canada. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about holidays and languages spoken in provinces of Canada. A short comprehension quiz follows each culture activity.

**Unit 13 (Lessons 61-65): Family: Stretch, Stories, and Explore Activities**

Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Next, the students will listen to and then perform a conversation between two people watching a royal ball. The students listen to and read for general comprehension, recognize terms, recognize some patterns in sentence structure, and practice performing (retelling) the story.

**Unit 13 (Lessons 61-65): Family: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking quiz in which students record themselves introducing their family in French, including their extended family. They are also given an open-ended writing assignment in which they write a sentence telling how often each of their family members does various activities. They use adverbs of frequency learned this week.

**Unit 14 (Lessons 66-70): Places**
**Unit 14 (Lessons 66-70): Places: Vocabulary Activities**

Students recognize and understand vocabulary related to places through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

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<b>Unit 14 (Lessons 66-70): Places: Grammar Activities</b>		
		They are then introduced to "c'est and il est," which mean this is, that is, it is. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 14 (Lessons 66-70): Places: Culture Activities</b>		
		Students read about a variety of topics related to Canada. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about recreation and gestures. A short comprehension quiz follows each culture activity.
<b>Unit 14 (Lessons 66-70): Places: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Next, the students will work on their grasp of grammar principles by comparing English verb conjugations with French verb conjugations. They translate from and into French to practice their understanding of tenses and comparisons (more than, better than, etc.). Additionally, they examine two ways to form a yes-no question. Next they work with translating sentences containing irregular verbs. They also work on making negative statements.
<b>Unit 14 (Lessons 66-70): Places: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment in which students are asked pretend they are giving a short tour of their town. They use the words "ici, là, à droite, à gauche, etc." to point out places they pass. They are also given an open-ended writing assignment in which they pick a pet they have or would want. They use c'est and il/elle est to write 3 sentences about the animal.
<b>Unit 15 (Lessons 71-75): Animals</b>		
<b>Unit 15 (Lessons 71-75): Animals: Vocabulary Activities</b>		
		Students recognize and understand vocabulary related to animals through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 15 (Lessons 71-75): Animals: Grammar Activities</b>		
		They are then introduced to comparatives and superlatives: meilleur/mieux. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 15 (Lessons 71-75): Animals: Culture Activities</b>		
		Students read about a variety of topics related to Mali. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about gestures and diet. A short comprehension quiz follows each culture activity.

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**Unit 15 (Lessons 71-75): Animals: Stretch, Stories, and Explore Activities**

Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students generate sentences from a chart and add in words and phrases they have already learned. They begin to create their own mini-story plots by writing them out and speaking them. Their goal is to perform the story orally without reading and to aim for smooth-flowing diction.

Additionally, students read a description of an animal and select the one that fits the description.

Last, students look at two pictures of different fish and write a sentence comparing the two fish.

**Unit 15 (Lessons 71-75): Animals: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment in which students pretend they are having a conversation with a friend on the phone about animals they see at the zoo or on the farm. They describe 5 animals. Also students are also given an open-ended writing assignment in which they write a conversation between themselves and a friend. Every time the student makes a comment, the friend has to be one step bigger or better. Students write the statements and responses.

**Unit 16 (Lessons 76-80): Shopping**
**Unit 16 (Lessons 76-80): Shopping: Vocabulary Activities**

Students recognize and understand vocabulary related to shopping through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. Students are presented with a realia activity asking them to interpret a sign in a store window.

**Unit 16 (Lessons 76-80): Shopping: Grammar Activities**

They are then introduced to expressions with "faire." These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 16 (Lessons 76-80): Shopping: Culture Activities**

Students read about a variety of topics related to Mali. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about holidays, recreation and sports. A short comprehension quiz follows each culture activity.

Unit	Lesson	Objectives/Instruction
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**Unit 16 (Lessons 76-80): Shopping: Stretch, Stories, and Explore Activities**

Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.

Next students complete a module called Stringing Together Your Own Narratives in which they listen and read for general comprehension. They select words from a scatter chart, studying grammatically correct and incorrect examples. Then they create a sentence that is similar to the sentence structure modeled. Next they compose a number of grammatically correct sentence strings, working to build speed and fluency. Last they collect objects and refer to them to make meaningful statements within two minutes.

In the explore activity, students choose a flag from a French-speaking country. In French, they describe the flag, write about the colors, the design and the pictures on the flag. In English they explain what the colors and pictures represent. They can use the CultureGrams or another authentic source for their research.

**Unit 16 (Lessons 76-80): Shopping: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to speak about a trip to the mall, describing two things they see or do there. They are also given an open-ended writing assignment in which they think of 3 celebrities and write 3 sentences saying who they are and what they do that the students like. They use faire in each sentence.

**Unit 17 (Lessons 81-85): Weather**
**Unit 17 (Lessons 81-85): Weather: Vocabulary Activities**

Students recognize and understand vocabulary related to weather through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 17 (Lessons 81-85): Weather: Grammar Activities**

They are then introduced to quel and lequel and tener expressions including those talking about weather. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 17 (Lessons 81-85): Weather: Culture Activities**

Students read about a variety of topics related to Chad. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this lesson students focus specifically on the history and population. A short comprehension quiz follows each culture activity.

**Unit 17 (Lessons 81-85): Weather: Stretch, Stories, and Explore Activities**

Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.

Next students complete a module called Chatter at a Royal Ball, in which they listen to and read a conversation between 2 people watching a ball. Students try to understand the main idea of what is happening, recognizing some familiar terms and sentence structure. Then they practice telling the story and record themselves.

Unit	Lesson	Objectives/Instruction
<b>Unit 17 (Lessons 81-85): Weather: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking quiz in which students record themselves describing the weather today. They are also given an open-ended writing assignment in which they are asked to pretend they work at a sporting goods store and customers ask them questions about products. Students ask each customer which product they prefer using a proper form of <i>quel</i> .
<b>Unit 18 (Lessons 86-90): Semester 1 Final</b>		
<b>Unit 18 (Lessons 86-90): Semester 1 Final: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.
<b>Unit 18 (Lessons 86-90): Semester 1 Final: Assessments</b>		
	Semester 1 Final Speaking Exam	There is an open-ended speaking exam in which students describe their city using simple sentences.
	Semester 1 Final Writing Exam	They are given an open-ended writing assignment where they create and describe two hypothetical friends, including their personalities and names and interesting things about them.
	Semester 1 Final Exam	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the units.
<b>Unit 19 (Lessons 91-95): Professions</b>		
<b>Unit 19 (Lessons 91-95): Professions: Vocabulary Activities</b>		
		Students recognize and understand vocabulary related to professions through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 19 (Lessons 91-95): Professions: Grammar Activities</b>		
		They are then introduced to ordinal numbers. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 19 (Lessons 91-95): Professions: Culture Activities</b>		
		Students read about a variety of topics related to Burundi. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the land and climate and the language. A short comprehension quiz follows each culture activity.
<b>Unit 19 (Lessons 91-95): Professions: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students use knowledge from other content areas to listen to/identify descriptions, and to write sentences about points, lines, and figures.

Unit	Lesson	Objectives/Instruction
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**Unit 19 (Lessons 91-95): Professions: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking quiz in which students pretend to have a party. They explain who they will invite and why, incorporating people of various professions. They record themselves and submit their recordings.

Students also complete a writing activity in which they describe what they would like to be when they grow up and why they chose that career.

**Unit 20 (Lessons 96-100): Clothing**
**Unit 20 (Lessons 96-100): Clothing: Vocabulary Activities**

Students recognize and understand vocabulary related to clothing through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 20 (Lessons 96-100): Clothing: Grammar Activities**

They are then introduced to adjectives: agreement and placement by gender and number. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 20 (Lessons 96-100): Clothing: Culture Activities**

Students read about a variety of topics related to Burundi. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically the arts, such as a famous musical group and about religion. A short comprehension quiz follows each culture activity.

**Unit 20 (Lessons 96-100): Clothing: Stretch, Stories, and Explore Activities**

Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students also read and listen to a conversation for general comprehension. They become familiar with terms, phrases, and parts of speech in Une Mère Parle à Son Bébé. They also learn terms for discussing events in the past and present.

**Unit 20 (Lessons 96-100): Clothing: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended speaking assignment in which they record themselves describing what they are wearing, including colors. They submit their recording.

Students also complete a writing assignment in which they pretend they have lost their little brother and write how they would describe his clothing so the police can help find him.

**Unit 21 (Lessons 101-105): At Home**
**Unit 21 (Lessons 101-105): At Home: Vocabulary Activities**

Students recognize and understand vocabulary related to household words through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Objectives/Instruction
<b>Unit 21 (Lessons 101-105): At Home: Grammar Activities</b>		
		They are then introduced to possessive adjectives . These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 21 (Lessons 101-105): At Home: Culture Activities</b>		
		Students read about a variety of topics related to Guinea. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the population and government. A short comprehension quiz follows each culture activity.
		Students also describe two generalizations about French-speaking people or countries and discuss (in English) why these generalizations are made. They use outside sources Internet, books, magazines, etc.) to research/gather information for the assignment.
<b>Unit 21 (Lessons 101-105): At Home: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired French beyond the classroom environment.
		The students are given a scatter chart of words from which they will string together words to make sentences. They study samples of grammatically correct and incorrect to determine the patterns and meanings in French.
		Additionally, students read a letter that an owner has provided about a house-sitting job. Students read the letter and answer a comprehension question.
<b>Unit 21 (Lessons 101-105): At Home: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment in which students pretend they are taking a family through their house for the first time, showing them each of the rooms. They record in French the tour of the house.
<b>Unit 22 (Lessons 106-110): The Body</b>		
<b>Unit 22 (Lessons 106-110): The Body: Vocabulary Activities</b>		
		Students recognize and understand vocabulary related to body through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 22 (Lessons 106-110): The Body: Grammar Activities</b>		
		Students are introduced to the near future tense in French. They see the conjugation of aller, which is an irregular verb. Students memorize the conjugation and practice the concept through matching, and writing translation activities.
<b>Unit 22 (Lessons 106-110): The Body: Culture Activities</b>		
		Students read about a variety of topics related to Guinea. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the land and climate and about the arts. A short comprehension quiz follows each culture activity.

Unit	Lesson	Objectives/Instruction
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**Unit 22 (Lessons 106-110): The Body: Stretch, Stories, and Explore Activities**

Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.

Students read and listen to a French lesson. They read/listen to both the English and French translations.

Next they will teach someone in their family (or friends) the French version of the song "Head, Shoulders, Knees, and Toes." They can also teach other body parts too.

In an explore activity, students think about resources they can learn to become lifelong learners of the French language. They identify friends who are native French speakers, TV channels in French, online sources, restaurants or stores. Then they write a plan to continue using and learning French, identifying three resources, explaining what they will do, and when they will do it.

**Unit 22 (Lessons 106-110): The Body: Assessments**

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended speaking assignment to name all the parts of the body above the neck that they can think of. They record and submit their response.

**Unit 23 (Lessons 111-115): Reflexive Verbs**
**Unit 23 (Lessons 111-115): Reflexive Verbs: Vocabulary Activities**

Students recognize and understand vocabulary related to reflexive verbs through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 23 (Lessons 111-115): Reflexive Verbs: Grammar Activities**

They are then introduced to the grammar expression "Il y a." These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

**Unit 23 (Lessons 111-115): Reflexive Verbs: Culture Activities**

Students read about a variety of topics related to Haiti. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. Specifically, they learn about the arts, and the role of dancing in Haiti. They also learn about the government. A short comprehension quiz follows each culture activity.

**Unit 23 (Lessons 111-115): Reflexive Verbs: Stretch, Stories, and Explore Activities**

Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Finally, students are given the challenge to use their newly acquired French beyond the classroom environment.

Students also improve listening and reading comprehension by following a lecture on geography. They use prior knowledge from another content area to help understand the terms in French.

Unit	Lesson	Objectives/Instruction
<b>Unit 23 (Lessons 111-115): Reflexive Verbs: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking quiz in which students are asked to use reflexive verbs learned during the week to describe in French 10 things they do before going to school. Then using "il y a" they record themselves describing in French what is in the room that they are in currently. Then they complete a writing assignment in which they write a few things they do to get ready in the morning.
<b>Unit 24 (Lessons 116-120): Cognates</b>		
	<b>Unit 24 (Lessons 116-120): Cognates: Vocabulary Activities</b>	Students recognize and understand vocabulary related to cognates through activities such as matching, writing, speaking, reading, and pronunciation practices. In addition, students are taught the numbers 0 - 1,000,000. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	<b>Unit 24 (Lessons 116-120): Cognates: Grammar Activities</b>	They are then introduced to phrases using Être + Nationality. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	<b>Unit 24 (Lessons 116-120): Cognates: Culture Activities</b>	Students read about a variety of topics related to Haiti. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the language and history. A short comprehension quiz follows each culture activity.  In an explore activity, students compare 6 dwellings of various French-speaking locations. They choose two about which to write two paragraphs in French. In the first paragraph they compare the homes to each other, and in the second paragraph, they compare them with their own home. Last they select their favorite and tell why they like it and if they would like to live in it.
	<b>Unit 24 (Lessons 116-120): Cognates: Stretch, Stories, and Explore Activities</b>	Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students are given the chance to further master their use of French numbers. They will select ten numbers (between 30 and 190) and record themselves saying them.
	<b>Unit 24 (Lessons 116-120): Cognates: Assessments</b>	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit.
<b>Unit 25 (Lessons 121-125): On Vacation</b>		
	<b>Unit 25 (Lessons 121-125): On Vacation: Vocabulary Activities</b>	Students recognize and understand vocabulary related to vacations through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Objectives/Instruction
<b>Unit 25 (Lessons 121-125): On Vacation: Grammar Activities</b>		
		They are then introduced to partitive articles. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 25 (Lessons 121-125): On Vacation: Culture Activities</b>		
		Students read about a variety of topics related to Belgium. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the national anthem and dating/marriage. A short comprehension quiz follows each culture activity.
<b>Unit 25 (Lessons 121-125): On Vacation: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students are challenged to practice fluency by turning their thoughts and feelings directly into French without translation from English. They use pictographs instead of words to create sentences and a story. Then they record themselves speaking 5 sentences in French, referring to the pictographs provided.
		Next students read a Realia. They find a note from a friend, read it, and have to answer a comprehension question.
<b>Unit 25 (Lessons 121-125): On Vacation: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking quiz in which students describe, in French, their dream vacation. They tell what they would do and where they would go. They record and submit their answer.
<b>Unit 26 (Lessons 126-130): Telephone</b>		
<b>Unit 26 (Lessons 126-130): Telephone: Vocabulary Activities</b>		
		Students recognize and understand vocabulary related to the telephone through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 26 (Lessons 126-130): Telephone: Grammar Activities</b>		
		They are then introduced to expressions with "avoir." These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 26 (Lessons 126-130): Telephone: Culture Activities</b>		
		Students read about a variety of topics related to Belgium. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. Specifically, they learn about transportation and communication and about recreation. A short comprehension quiz follows each culture activity.
<b>Unit 26 (Lessons 126-130): Telephone: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students also listen and read a French lesson about the Roman Alphabet (compared with others, such as the Greek alphabet) for general comprehension and to become familiar with cognates, terms, phrases, and parts of speech.

Unit	Lesson	Objectives/Instruction
<b>Unit 26 (Lessons 126-130): Telephone: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended speaking assignment in which they speak out a phone conversation that includes a greeting, a request to speak with someone, and then the student becomes the other person in the conversation. There is also a writing quiz in which they write out a simple phone conversation in French between their best friend (calling to speak with them), and their mother or father.
<b>Unit 27 (Lessons 131-135): Semester 2 Midterm</b>		
		<b>Unit 27 (Lessons 131-135): Semester 2 Midterm: Stretch, Stories, and Explore Activities</b>
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.
		<b>Unit 27 (Lessons 131-135): Semester 2 Midterm: Assessments</b>
		Semester 2 Midterm Writing Exam
		There is an open-ended writing exam in which students write in French a descriptive paragraph about where they want to go on vacation, why they want to go there, what they would do, and who they would go with.
		Semester 2 Midterm Speaking Exam
		There is an open-ended speaking exam in which students speak 5 complete French sentences describing what they are wearing right now, including the colors.
		Semester 2 Midterm Exam
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous eight units.
<b>Unit 28 (Lessons 136-140): Directions</b>		
		<b>Unit 28 (Lessons 136-140): Directions: Vocabulary Activities</b>
		Students recognize and understand vocabulary related to directions through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		<b>Unit 28 (Lessons 136-140): Directions: Grammar Activities</b>
		They are then introduced to adjectives: agreement and placement by gender and number (part 2). These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
		<b>Unit 28 (Lessons 136-140): Directions: Culture Activities</b>
		Students read about a variety of topics related to Madagascar. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the population and diet. A short comprehension quiz follows each culture activity.

Unit	Lesson	Objectives/Instruction
<b>Unit 28 (Lessons 136-140): Directions: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.
		Next students complete a module called Chatter at a Royal Ball, in which they listen to and read a conversation between 2 people watching a ball. Students try to understand the main idea of what is happening, recognizing some familiar terms and sentence structure. Then they practice telling the story and record themselves.
		Additionally students view a road sign and select the French sentence that describes the meaning of the sign.
<b>Unit 28 (Lessons 136-140): Directions: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended speaking assignment in which they tell a friend how to get to their house from the airport in French. They also complete a writing quiz in which they write out the directions to their house (in French) for someone who is visiting. If they start out at the city center, how would they get to their house? They should have at least 5 sentences. Also, they write in French the directions from their house to their school or favorite grocery store or best friend's house. They should have at least 5 sentences.
<b>Unit 29 (Lessons 141-145): Transportation</b>		
<b>Unit 29 (Lessons 141-145): Transportation: Vocabulary Activities</b>		
		Students recognize and understand vocabulary related to transportation through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 29 (Lessons 141-145): Transportation: Grammar Activities</b>		
		They are then introduced to Demonstrative Articles: "cu, cet, cette, ces". These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 29 (Lessons 141-145): Transportation: Culture Activities</b>		
		Students read about a variety of topics related to Madagascar. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about dating/marriage and farming/the economy. A short comprehension quiz follows each culture activity.
<b>Unit 29 (Lessons 141-145): Transportation: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Additionally, students practice translations of sentences involving infinitives, prepositions before infinitives, has verbs, the terms for both, all three, etc., the term for already and not yet, the terms for no more, no longer, and not any more. They also translate sentences with the terms for: he does, they do, he is, they are, and they say, people say, it is said, we hear tell, we've heard, etc.

Unit	Lesson	Objectives/Instruction
<b>Unit 29 (Lessons 141-145): Transportation: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is a speaking assignment in which students create two French sentences for given words and they record their sentences. Then they record themselves in French speaking five sentences about the various modes of transportation. Responses could include topics such as which they like best, which they use most, and which they wish they had. They also discuss which they wish they could travel on, which is healthiest or causes the most pollution.
<b>Unit 30 (Lessons 146-150): Medical Words</b>		
	<b>Unit 30 (Lessons 146-150): Medical Words: Vocabulary Activities</b>	Students recognize and understand vocabulary related to medical words through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. Students are presented a realia activity in which they must interpret an advertisement in the yellow pages.
	<b>Unit 30 (Lessons 146-150): Medical Words: Grammar Activities</b>	They are then introduced to sickness and "avoir" expressions. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	<b>Unit 30 (Lessons 146-150): Medical Words: Culture Activities</b>	Students watch a video describing the location and products of Martinique, including bananas. A comprehension quiz follows the video.
	<b>Unit 30 (Lessons 146-150): Medical Words: Stretch, Stories, and Explore Activities</b>	Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Finally, students read and listen to a story (written partly in English and partly in French) about a visit to Quebec. Students read for general comprehension and to gain general understanding of terms and phrases.
	<b>Unit 30 (Lessons 146-150): Medical Words: Assessments</b>	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students are asked to pretend they are calling in sick (to work) and they explain their symptoms to their boss (in French). They record and submit their responses. They are also given an open-ended writing quiz in which they are asked to pretend their friend is not feeling well and they write out a dialogue with their friend telling them what is wrong and the student giving advice to him/her (5 sentences). Next they write about a time when they were sick. They explain what they had or the symptoms and what they did about it.
<b>Unit 31 (Lessons 151-155): Sports</b>		
	<b>Unit 31 (Lessons 151-155): Sports: Vocabulary Activities</b>	Students recognize and understand vocabulary related to sports through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
	<b>Unit 31 (Lessons 151-155): Sports: Grammar Activities</b>	They are then introduced to demonstrative particles: "-ci, -là". These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Objectives/Instruction
<b>Unit 31 (Lessons 151-155): Sports: Culture Activities</b>		
Students watch a video describing the location and products of Martinique, including bananas. A comprehension quiz follows the video.		
In an explore activity, students read in English a biography about Victor Hugo, a French poet, playwright, statesman, and more. They read one of his poems (in French) with an English translation. They write a paragraph (in English) telling the teacher what they think about Victor Hugo and his influence in the world. Then they write a paragraph (in English) giving their opinion of the poem.		
Last, students will read about the role of bread in the French diet. They research using outside sources to find out types of bread, the meals that include bread, why it is so common. They also answer why it is so important in French culture and whether or not they have eaten it. They compare it to the bread that is found in their household and give their opinion of French bread. Their paragraph is written in English.		
<b>Unit 31 (Lessons 151-155): Sports: Stretch, Stories, and Explore Activities</b>		
Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. In the next module students learn a simple story that elaborates on a story you learned earlier. Students recognize terms and patterns from The Key of the King's Kingdom 2. They recognize some patterns in how sentences look, they memorize and practice telling parts of the story. Students record themselves performing the story.		
<b>Unit 31 (Lessons 151-155): Sports: Assessments</b>		
A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students record themselves talking about a sport that they practice or would like to practice. In at least 5 sentences, they tell whether they like it or not like it, why they picked this sport or why they would like to pick a certain sport etc. They use complete sentences.		
<b>Unit 32 (Lessons 156-160): Outdoor Activities</b>		
<b>Unit 32 (Lessons 156-160): Outdoor Activities: Vocabulary Activities</b>		
Students recognize and understand vocabulary related to outdoor activities through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
<b>Unit 32 (Lessons 156-160): Outdoor Activities: Grammar Activities</b>		
They are then introduced to direct object pronouns. These concepts are practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.		
<b>Unit 32 (Lessons 156-160): Outdoor Activities: Culture Activities</b>		
Students read about a variety of topics related to New Caledonia. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the economy. A short comprehension quiz follows each culture activity.		

Unit	Lesson	Objectives/Instruction
<b>Unit 32 (Lessons 156-160): Outdoor Activities: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students are taught some useful phrases in French and try to make meaning of several sentences containing those terms. Then they string together in writing five statements in French.
		Last students plan a vacation to a French-speaking country. Students use a tourism office, library, or the Internet as research sources. They plan 1 week of travel, figure out the cost, select places to stay and eat. They write (in English) the description of their travel and expense plan, including a list of places they want to see and activities they want to do.
<b>Unit 32 (Lessons 156-160): Outdoor Activities: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. They are also given an open-ended speaking assignment in which they use the vocabulary learned during the week to share some of their favorite outdoor activities (in French.)
<b>Unit 33 (Lessons 161-165): Travel</b>		
<b>Unit 33 (Lessons 161-165): Travel: Vocabulary Activities</b>		
		Students recognize and understand vocabulary related to travel through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity is presented in which students interpret a train schedule.
<b>Unit 33 (Lessons 161-165): Travel: Grammar Activities</b>		
		They are then introduced to "y" and "en." This concept is practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.
<b>Unit 33 (Lessons 161-165): Travel: Culture Activities</b>		
		Students read about a variety of topics related to New Caledonia. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about the family and government. A short comprehension quiz follows each culture activity.
<b>Unit 33 (Lessons 161-165): Travel: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. They also translate sentences to review grammar rules for phrases containing "to begin to" (infinitive), irregular verbs, subject-inversion and the T-buffer, why/where/when/how/what questions, alternative forms of questions, and changing the form of a question. Then students translate in writing 5 sentences into French.
<b>Unit 33 (Lessons 161-165): Travel: Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students pretend they are a travel agent re-confirming a plane trip with their client. In 2 or 3 French sentences they tell about the reservation, when the plane arrives, when it departs, where the hotel is, etc.

Unit	Lesson	Objectives/Instruction
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#### Unit 34 (Lessons 166-170): Computers (Part I)

##### Unit 34 (Lessons 166-170): Computers (Part I): Vocabulary Activities

Students recognize and understand vocabulary related to computers through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students. A realia activity is presented in which the students must interpret a shopping list.

##### Unit 34 (Lessons 166-170): Computers (Part I): Grammar Activities

They are then introduced to the "Passé Composé" with "Avoir" (Regular and Irregular Verbs). This concept is practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

##### Unit 34 (Lessons 166-170): Computers (Part I): Culture Activities

Students read about a variety of topics related to Luxembourg. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. In this unit, students are directed to learn specifically about attitudes and recreation. A short comprehension quiz follows each culture activity.

##### Unit 34 (Lessons 166-170): Computers (Part I): Stretch, Stories, and Explore Activities

Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English. Students practice stringing together their own narratives. They translate a sample of a story pieced together using a scatter plot of words and they gain a detailed understanding of the grammar principles covered. Then they compose orally or in writing 10 sentences using the words in the scatter chart. Next they put their story in writing and submit it.

In a listening comprehension exercise, students listen to an audio clip and answer a comprehension question.

Last, they write a short essay in English to other students to let them know the advantages of knowing French in a career in Culinary Art. They can also tell them about what to expect from taking a French class and share experiences that have made them want to study French.

##### Unit 34 (Lessons 166-170): Computers (Part I): Assessments

A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students use the new vocabulary about computers to list 5 or 6 things that they use every day on their computer.

#### Unit 35 (Lessons 171-175): Computers (Part II)

##### Unit 35 (Lessons 171-175): Computers (Part II): Vocabulary Activities

Students recognize and understand vocabulary related to computers through activities such as matching, writing, speaking, reading, and pronunciation practices. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

##### Unit 35 (Lessons 171-175): Computers (Part II): Grammar Activities

They are then introduced to the "Passé Composé" with "Être" (Regular and Irregular Verbs). This concept is practiced through matching and translation exercises as well as through open-ended responses to prompts of varying topics. Reading and listening comprehension exercises involving the vocabulary and grammar from this unit are also provided to students.

Unit	Lesson	Objectives/Instruction
<b>Unit 35 (Lessons 171-175): Computers (Part II): Culture Activities</b>		
		Students read about a variety of topics related to Luxembourg. These topics include land and climate, history, the flag, population, language, religion, general attitudes, personal appearance, greetings, gestures, food, lifestyle, society, and government. Specifically, they learn about the family and diet. A short comprehension quiz follows each culture activity.
<b>Unit 35 (Lessons 171-175): Computers (Part II): Stretch, Stories, and Explore Activities</b>		
		Students apply knowledge of content from other curricular areas as they go through a module called Points, lines, and figures to practice general listening comprehension. They recognize some patterns in the structure of the phrases within the text. They practice describing different figures they draw. They also work on their pronunciation of the vocabulary words. Students write sentences by stringing together given mathematical terms into statements.
		Students also read and listen to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.
		Students submit the second portion of their "Lifelong Learner Plan." They write one paragraph in English about their experience developing these habits and how they project they will stay connected to French and its culture. In a second paragraph, they reflect on how knowing French will help them in their lives academically, personally, socially, and even professionally. They give specific examples and details.
<b>Unit 35 (Lessons 171-175): Computers (Part II): Assessments</b>		
		A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from this unit. In addition, there is an open-ended speaking assignment where students pretend they work for a computer support company. They pretend to answer a call from someone asking how to do something. Students tell them (in French) what to do.
<b>Unit 36 (Lessons 176-180): Semester 2 Final</b>		
<b>Unit 36 (Lessons 176-180): Semester 2 Final: Stretch, Stories, and Explore Activities</b>		
		Students are also introduced to the Scary Fairy Tale story where they can further hear, read, and listen to French words within the context of the story told in English.
<b>Unit 36 (Lessons 176-180): Semester 2 Final: Assessments</b>		
	Semester 2 Final Writing Exam	Students are given an open-ended writing assignment where they create a list of commands they would give to a personal assistant.
	Semester 2 Final Speaking Exam	There is an open-ended speaking exam where students are asked to express feelings by describing a happy experience in their lives. They tell what happened and when.
	Semester 2 Final Exam	A multiple choice test is given to assess students' understanding of the vocabulary and grammar topics from the previous eight units.