

# BRIDGETON PUBLIC SCHOOLS

## FRENCH II

### UNIT/PACING CHART

Course: French II

Chapter 6: Food and Shopping

Unit 1: Food and Shopping

Essential Question: How does one communicate when shopping for food in a Francophone country?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVE: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5	Identify more food Name the differences between French and American grocery stores Identify and name the different French shops for bread, meat, fish, and dairy Write paragraphs about grocery shopping and shopping at the dairy market	<i>Bon Voyage!</i> Student edition pp. 184-189 <i>Bon Voyage!</i> Teacher edition pp. 184A-189 Vocabulary transparencies 6.2-6.3 <i>Bon Voyage!</i> Textbook pp. 188-189 <i>Bon Voyage!</i> Workbook pp. 55-56 Audio CD 4 Chapter DVD InfoGap Activity 16	Work/homework Oral responses Cooperative group activities Do now <i>Bon Voyage!</i> Textbook pp. 188-189 #1-5 <i>Bon Voyage!</i> Workbook pp. 55-56 #1-3 InfoGap Activity 16 p. H17
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5	Shop for food Associate number and gender with inanimate objects Ask for a desired quantity of food Apply a euro price with the definite article to say how much a quantity of something costs	<i>Bon Voyage!</i> Student edition pp.184-193 <i>Bon voyage!</i> Teacher edition pp. 184A-193 Vocabulary transparencies 6.4-6.5 <i>Bon Voyage!</i> Textbook pp. 192-193 <i>Bon Voyage!</i> Workbook pp. 56-57	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp.

		Ask how much something costs Manipulate interchangeable ways to say “at the butcher (bakery, fish market, grocer, butcher)” Recognize food cognates	Audio CD 4 Chapter DVD InfoGap Activity 18	192-193 #6-10 <i>Bon Voyage!</i> Workbook pp. 56-57 #4-6 InfoGap Activity 18 p. H19
1 day	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5	Tell what students and others are doing Conjugate the verb “ <b>faire</b> ” in present tense Illustrate the verb “ <b>faire</b> ” by using it in conversation	<i>Bon Voyage!</i> Student edition pp.184-195 <i>Bon voyage!</i> Teacher edition pp. 184A-195 <i>Bon Voyage!</i> Textbook pp. 194-195 <i>Bon Voyage!</i> Workbook pp. 58 Audio CD 4 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Questions and answers Do now <i>Bon Voyage!</i> Textbook pp. 194-195 #12-17 <i>Bon Voyage!</i> Workbook pp. 58 #7-8 Quizzes
1 day	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6	Incorporate partitive and definite articles into sentences Distinguish the difference between partitive/definite articles Determine when to use the partitive article/definite article	<i>Bon Voyage!</i> Student edition pp.184-197 <i>Bon voyage!</i> Teacher edition pp. 184A-197 <i>Bon Voyage!</i> Textbook pp. 196-197 <i>Bon Voyage!</i> Workbook pp. 58-59 Audio CD 4 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Questions and answers Do now <i>Bon Voyage!</i> Textbook pp. 197 #18-21 <i>Bon Voyage!</i> Workbook pp. 58-59 #9-10
1 day	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5	Talk about what students and others don’t have Change positive sentences into negative sentences using definite and partitive adjectives	<i>Bon Voyage!</i> Student edition pp.184-200 <i>Bon voyage!</i> Teacher edition pp. 184A-200 Transparency 6.5	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips

	7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6	Use the phrase “no more” in negative sentences Converse about building a sandwich	<i>Bon Voyage!</i> Textbook pp. 196-200 <i>Bon Voyage!</i> Workbook pp. 59-60 Audio CD 4 Chapter DVD	Questions and answers Do now <i>Bon Voyage!</i> Textbook pp. 196-200 #22-29 <i>Bon Voyage!</i> Workbook pp. 58-60 #11-13
1 day	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6 7.1. IM.A.1-8 7.1. IM.B.1-5 7.1. IM.C.1-5	Converse about what students and others are able to do or want to do Conjugate verbs “ <b>pouvoir</b> ” and “ <b>vouloir</b> ” and use those verbs in sentences Give oral presentations to the class about their choice of either an extraordinarily delicious sandwich or a disgusting sandwich	<i>Bon Voyage!</i> Student edition pp.184-203 <i>Bon voyage!</i> Teacher edition pp. 184A-203 Transparency 6.6 <i>Bon Voyage!</i> Textbook pp. 202-203 <i>Bon Voyage!</i> Workbook pp. 61 Audio CD 4 Chapter DVD InfoGap Activity 19	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Questions and answers Do now <i>Bon Voyage!</i> Textbook pp. 202-203 #30-34 <i>Bon Voyage!</i> Workbook p. 61 #14-16 Individual student presentations InfoGap Activity 19 p. H20
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1.NH.A.1-6 7.1.NH.B.1-5 7.1.NH.C.1-5 7.1.IL.A.1-8 7.1.IL.B.1-5 7.1.IL.C.1-6 7.1.IM.A.1-8 7.1.IM.B.1-5 7.1.IM.C.1	Read and comprehend a conversation about a market and shopping Create a pretend “market” in front of the class Devise their own paired conversations in front of the fruit stand	<i>Bon Voyage!</i> Student edition pp.184-207 <i>Bon voyage!</i> Teacher edition pp. 184A-207 Transparency 6.7 <i>Bon Voyage!</i> Textbook p. 204 ; p. 207 <i>Bon Voyage!</i> Workbook p. 62 Audio CD 4 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Questions and answers Do now <i>Bon Voyage!</i> Textbook p. 204 #1-7 <i>Bon Voyage!</i> Textbook p. 207 #A-C <i>Bon Voyage!</i> Workbook p. 62

				#A-B Individual student presentations Paired conversations at the “market” Quizzes
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6 7.1. IM.A.1-8 7.1. IM.B.1-5 7.1. IM.C.1-5 7.1. IH.A.1-8 7.1. IH.B.1-6 7.1. IH.C.1-6	Construct the meaning from context while reading a story about shopping Make comparisons between Talk about food shopping customs Devise their own paired conversations in front of the fruit stand	<u><i>Bon Voyage !</i></u> Student edition pp.184-207 <u><i>Bon voyage!</i></u> Teacher edition pp. 184A-207 Transparency 6.8 <u><i>Bon Voyage!</i></u> Textbook p. 204 ; p. 207 <u><i>Bon Voyage!</i></u> Workbook p. 62 Audio CD 4 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Questions and answers Do now <u><i>Bon Voyage!</i></u> Textbook p. 204 #1-7 <u><i>Bon Voyage!</i></u> Textbook p. 207 #A-C <u><i>Bon Voyage!</i></u> Workbook p. 62 #A-B Individual student presentations Paired conversations at the “market”
3 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6 7.1. IM.A.1-8 7.1. IM.B.1-5	Converse about the advantages and disadvantages of small, specialized shops and huge superstores Make a connection between the French language and the metric system Compare and convert simple English quantities into metrics Assign logical metric quantities to various food and beverage items	<u><i>Bon Voyage !</i></u> Student edition pp.184-213 <u><i>Bon voyage!</i></u> Teacher edition pp. 184A-213 <u><i>Bon Voyage!</i></u> Textbook p. 211 <u><i>Bon Voyage!</i></u> Workbook p. 62-63 Audio CD 4 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Questions and answers Do now <u><i>Bon Voyage!</i></u> Textbook p. 211 #1-7 <u><i>Bon Voyage!</i></u> Workbook p. 62

	7.1. IM.C.1-5 7.1. IH.A.1-8 7.1. IH.B.1-6 7.1. IH.C.1-6			#A-B <i>Bon Voyage!</i> Workbook p. 63 #C  Individual student presentations Student-created recipes Student-created grocery ads Chapter Test
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# BRIDGETON PUBLIC SCHOOLS

## FRENCH II

### UNIT/PACING CHART

Course: French II

Chapter 7: Clothing

Unit 2: Clothing

Essential Question: How does one communicate in a store when shopping for clothing?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVE: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5	Identify and describe articles of clothing Respond to TPR commands Compose a paragraph about the blouse department in a store	<i>Bon Voyage!</i> Student edition pp. 218-223 <i>Bon Voyage!</i> Teacher edition pp. 218A-223 Vocabulary transparencies 7.1-7.3 <i>Bon Voyage!</i> Textbook pp. 222-223 <i>Bon Voyage!</i> Workbook pp. 65-66 Audio CD 5 Chapter DVD InfoGap Activity 20 Flash cards	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Questions and answers Do now <i>Bon Voyage!</i> Textbook pp. 222-223 #1-6 <i>Bon Voyage!</i> Workbook pp. 65-66 #1-3 Work/homework InfoGap Activity 20 p.H21
3 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5	Differentiate between “oui” and “si” Respond to TPR commands related to what they are wearing Compose a paragraph about	<i>Bon Voyage!</i> Student edition pp. 218-227 <i>Bon Voyage!</i> Teacher edition pp. 218A-227	Oral responses Cooperative group activities Paired activities Daily monitoring

	7.1. NH.C.1-5	shopping for clothes Recognize different types of stores for buying clothes State color and size preferences Shop for clothing Role-play in a “clothing store” at the front of the classroom	Vocabulary transparencies 7.4-7.5 <i>Bon Voyage!</i> Textbook pp. 226-227 <i>Bon Voyage!</i> Workbook pp. 67-68 Audio CD 5 Chapter DVD Flash cards InfoGap Activity 21	Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 226-227 #7-12 <i>Bon Voyage!</i> Workbook pp. 67-68 #4-7 InfoGap Activity 21 p. H22 Student role-plays Quizzes
1 day	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6	Conjugate the verb “ <b>mettre</b> ” in the present tense Converse about what they wear to school, at home, and for other occasions Use the verb “ <b>mettre</b> ” interchangeably to describe what they put (on), what they place, and what they turn on (appliance)	<i>Bon Voyage!</i> Student edition pp. 218-229 <i>Bon Voyage!</i> Teacher edition pp. 218A-229 Vocabulary transparency 7.3 <i>Bon Voyage!</i> Textbook pp. 228-229 <i>Bon Voyage!</i> Workbook p. 69 Audio CD 5 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Questions and answers Do now <i>Bon Voyage!</i> Textbook pp. 228-229 #13-15 <i>Bon Voyage!</i> Workbook p. 69 #8 Work/homework
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6	Describe people’s activities Compare people and things Distinguish the different between “ <b>plus que</b> ”, “ <b>aussi que</b> ” and “ <b>moins que</b> ” and use those phrases in conversation Use descriptive adjectives to compare and contrast people	<i>Bon Voyage!</i> Student edition pp. 218-231 <i>Bon Voyage!</i> Teacher edition pp. 218A-231 Vocabulary transparency 7.4 <i>Bon Voyage!</i> Textbook pp. 230-231 <i>Bon Voyage!</i> Workbook p. 69-71 Audio CD 5 Chapter DVD InfoGap Activity 22	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Questions and answers Do now <i>Bon Voyage!</i> Textbook pp. 230-231 #16-19 <i>Bon Voyage!</i> Workbook p. 69-71 #9-11 Work/homework

				InfoGap Activity 22 p. H23
2 days	<p>7.1. NM.A.1-5  7.1. NM.B.1-5  7.1. NM.C.1-5  7.1. NH.A.1-6  7.1. NH.B.1-5  7.1. NH.C.1-5  7.1. IL.A.1-8  7.1. IL.B.1-5  7.1. IL.C.1-6  7.1. IM.A.1-8  7.1. IM.B.1-5  7.1. IM.C.1-5</p>	<p>Express opinions and make observations  Conjugate the verbs “<b>croire</b>” and “<b>voir</b>” in the present tense  Conjugate the verbs “<b>payer</b>” and “<b>essayer</b>” in the present tense  Make up a conversation using comparisons and stating opinions  Argue with a partner</p>	<p><i>Bon Voyage!</i> Student edition pp. 218-233  <i>Bon Voyage!</i> Teacher edition pp. 218A-233  Vocabulary transparency 7.5  <i>Bon Voyage!</i> Textbook pp. 232-233  <i>Bon Voyage!</i> Workbook p. 69-71  Audio CD 5  Chapter DVD</p>	<p>Oral responses  Cooperative group activities  Paired activities  Daily monitoring  Exit slips  Questions and answers  Do now  <i>Bon Voyage!</i> Textbook pp. 232-233 #20-24  <i>Bon Voyage!</i> Workbook p. 71 #12-13  Work/homework</p>
2 days	<p>7.1. NM.A.1-5  7.1. NM.B.1-5  7.1. NM.C.1-5  7.1. NH.A.1-6  7.1. NH.B.1-5  7.1. NH.C.1-5  7.1. IL.A.1-8  7.1. IL.B.1-5  7.1. IL.C.1-6  7.1. IM.A.1-8  7.1. IM.B.1-5  7.1. IM.C.1-5</p>	<p>Converse about shopping in a boutique  Role-play at a “boutique” with a partner  Interchangeably speak as a salesperson or customer in a store  Invent a conversation from looking at a picture</p>	<p><i>Bon Voyage!</i> Student edition pp. 218-235  <i>Bon Voyage!</i> Teacher edition pp. 218A-235  Vocabulary transparency 7.6  <i>Bon Voyage !</i> Textbook pp. 232-233  <i>Bon Voyage !</i> Workbook p. 69-71  Audio CD 5  Chapter DVD  InfoGap Activity 23</p>	<p>Oral responses  Cooperative group activities  Paired activities  Daily monitoring  Exit slips  Do now  <i>Bon Voyage !</i> Textbook pp. 226-227 #7-12  <i>Bon Voyage !</i> Workbook pp. 67-68 #4-7  InfoGap Activity 23 p. H24  Student role-plays  Quizzes</p>
3 days	<p>7.1. NM.A.1-5  7.1. NM.B.1-5  7.1. NM.C.1-5  7.1. NH.A.1-6  7.1. NH.B.1-5  7.1. NH.C.1-5</p>	<p>Discuss clothes and clothes shopping in the French-speaking world  Articulate about the different types of clothes-shopping options that exist in France  Converse about what types of</p>	<p><i>Bon Voyage!</i> Student edition pp. 218-243  <i>Bon Voyage!</i> Teacher edition pp. 218A-243  Vocabulary transparency 7.8  <i>Bon Voyage!</i> Textbook pp. 237-239</p>	<p>Oral responses  Cooperative group activities  Paired activities  Daily monitoring  Exit slips  Do now</p>

	<p>7.1. IL.A.1-8  7.1. IL.B.1-5  7.1. IL.C.1-6  7.1. IM.A.1-8  7.1. IM.B.1-5  7.1. IM.C.1-5  7.1. IH.A.1-8  7.1. IH.B.1-6  7.1. IH.C.1-6</p>	<p>clothing stores they prefer and why  Create a “haute couture” ad  Read, understand, and explain an article about shopping in France  Demonstrate the difference between “<b>pointure</b>” and “<b>taille</b>”  Distinguish the difference between shoe and clothing sizes in France and the United States  Make a connection with poetry in French  Construct a mini-calligramme  Create a shopping list for family or friends</p>	<p><u><i>Bon Voyage!</i></u> Workbook p. 72-73  Audio CD 5  Chapter DVD</p>	<p><u><i>Bon Voyage !</i></u> Textbook p. 237 #A-B  <u><i>Bon Voyage !</i></u> Textbook p. 238 #1-5  <u><i>Bon Voyage!</i></u> Workbook pp. 72-73 #A-B</p>
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# BRIDGETON PUBLIC SCHOOLS

## FRENCH II

### UNIT/PACING CHART

Course: French II

Chapter 8: The Airport and Aircraft

Unit 3: The Airport and Aircraft

Essential Question: How does one communicate when checking in at the airport, going through security, and being on board an airplane?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVE: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5	Check in for a flight Respond to TPR dramatization of checking information on a boarding pass Identify vocabulary words for checking in at the airport Write a short paragraph about a trip to Genève and being at the airport Converse with a partner pretending to be either a ticket agent or customer	<i>Bon Voyage!</i> Student edition pp. 258-263 <i>Bon Voyage!</i> Teacher edition pp. 258A-263 Vocabulary transparencies 8.2-8.3 <i>Bon Voyage!</i> Textbook pp. 262-263 <i>Bon Voyage!</i> Workbook p. 79 Audio CD 5 Chapter DVD InfoGap Activity 24	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 262-263 #1-4 <i>Bon Voyage!</i> Workbook p. 79 #1-3 InfoGap Activity 24 p. H25
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5	Converse about some services aboard a plane Refer to certain seats and activities on board a plane Write a short paragraph about being on board a plane	<i>Bon Voyage!</i> Student edition pp.184-267 <i>Bon voyage!</i> Teacher edition pp. 184A-267 Vocabulary transparencies 8.4-8.5 <i>Bon Voyage!</i> Textbook pp. 266-267	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now

		Use the words before, during, and after Converse about activities to do before take-off and before landing	<i>Bon Voyage!</i> Workbook p. 80 Audio CD 5 Chapter DVD InfoGap Activity 25	<i>Bon Voyage!</i> Textbook pp. 266-267 #5-9 <i>Bon Voyage!</i> Workbook p. 80 #4-6 InfoGap Activity 25 p. H26
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5	Talk about more activities Ask more questions Conjugate “-ir” verbs in the present tense Write a short paragraph about a flight for Paris using “-ir” verbs Write a short paragraph about being at a restaurant using “-ir” verbs Perform a role play with a partner	<i>Bon Voyage!</i> Student edition pp.184-269 <i>Bon voyage!</i> Teacher edition pp. 184A-269 Vocabulary transparency 8.3 <i>Bon Voyage!</i> Textbook pp. 268-269 <i>Bon Voyage!</i> Workbook p. 80 Audio CD 5 Chapter DVD InfoGap Activity 25	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 268-269 #10-13 <i>Bon Voyage!</i> Workbook p. 81 #7-9 InfoGap Activity 25 p. H26 Student role-plays
1 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-	Describe people and things as a group Use “ <b>quel</b> ” to ask “what” or “which” Use “ <b>tout</b> ” to express “all” or “every” Converse about what the family does together	<i>Bon Voyage!</i> Student edition pp.184-271 <i>Bon voyage!</i> Teacher edition pp. 184A-271 Vocabulary transparency 8.4 <i>Bon Voyage!</i> Textbook p. 271 <i>Bon Voyage!</i> Workbook p. 80 Audio CD 5 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook p. 271 #14-18 <i>Bon Voyage!</i> Workbook p. 82 #10-11
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5	Conjugate “ <b>sortir</b> ”, “ <b>partir</b> ”, “ <b>dormir</b> ”, and “ <b>servir</b> ” Create a paragraph about a flight from Paris to Abidjan Create a paragraph about leaving for	<i>Bon Voyage!</i> Student edition pp.184-275 <i>Bon voyage!</i> Teacher edition pp. 184A-275 Vocabulary transparency 8.5	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips

	7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6	a trip Affix the proper ending to make masculine adjectives that end in –al plural	<i>Bon Voyage!</i> Textbook pp. 273-274 <i>Bon Voyage!</i> Workbook p. 83 Audio CD 5 Chapter DVD	Do now <i>Bon Voyage!</i> Textbook pp. 273-274 #19-24 <i>Bon Voyage!</i> Workbook p. 82 #12-14
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6 7.1. IM.A.1-8 7.1. IM.B.1-5 7.1. IM.C.1-5	Properly fill out a disembarkation card Converse about finding their way around an airport Compare flight information with someone else Make an airline reservation over the phone Discuss air travel in France	<i>Bon Voyage!</i> Student edition pp.184-277 <i>Bon voyage!</i> Teacher edition pp. 184A-277 <i>Bon Voyage!</i> Textbook p. 277 <i>Bon Voyage!</i> Workbook p. 83 Audio CD 5 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook p. 271 #14-18
3 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6 7.1. IM.A.1-8 7.1. IM.B.1-5 7.1. IM.C.1-5 7.1. IH.A.1-8 7.1. IH.B.1-6 7.1. IH.C.1-6	Recognize how a text is organized Understand main ideas from written texts Look for certain ideas and information more easily in texts Rephrase a short text about traveling to France Understand and discuss jet lag and the various time zones across the Atlantic Ocean Make a connection with the physical sciences pertaining to weather and climate in French	<i>Bon Voyage!</i> Student edition pp.184-283 <i>Bon voyage!</i> Teacher edition Vocabulary transparency 8.7 pp. 184A-283 <i>Bon Voyage!</i> Textbook p. 279-283 Audio CD 5 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook p. 279 #A-B <i>Bon Voyage!</i> Textbook p. 280 #1-6 <i>Bon Voyage!</i> Textbook p. 281 #1-4 <i>Bon Voyage!</i> Textbook p. 283 #1-3 Chapter Test

# BRIDGETON PUBLIC SCHOOLS

## FRENCH II

### UNIT/PACING CHART

Course: French II

Unit 4: The Railway Station and the Train

Chapter 9: The Railway Station and the Train

Essential Question: How does one communicate about traveling by train?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVE: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5	Purchase a train ticket Respond to TPR instructions for buying a train ticket and finding the right train platform Compose a paragraph about a train trip Converse about what is found in a train station	<i>Bon Voyage!</i> Student edition pp. 290-295 <i>Bon Voyage!</i> Teacher edition pp. 290A-295 Vocabulary transparencies 9.2-9.3 <i>Bon Voyage!</i> Textbook pp. 294-295 <i>Bon Voyage!</i> Workbook p. 87 Audio CD 6 Chapter DVD InfoGap Activity 27	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 294-295 #1-4 <i>Bon Voyage!</i> Workbook p. 87 #1-2 InfoGap Activity 27 p. H28
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5	Request information about train arrivals and departures Model new words from vocabulary transparencies Role play interchangeably being the conductor and then the passenger Write a paragraph about taking a	<i>Bon Voyage!</i> Student edition pp.184-299 <i>Bon voyage!</i> Teacher edition pp. 184A-299 Vocabulary transparencies 9.4-9.5 <i>Bon Voyage!</i> Textbook pp. 298-299 <i>Bon Voyage!</i> Workbook p. 88	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp.

		train from Paris to Avignon Incorporate new vocabulary words and phrases into conversation Use expressions related to train travel	Audio CD 6 Chapter DVD InfoGap Activity 28	298-299 #5-9 <i>Bon Voyage!</i> Workbook p. 88 #3-4 InfoGap Activity 28 p. H29 Student role-plays
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6	Talk about people's activities Conjugate regular “-re” verbs Write a paragraph about travelers using “-re” verbs Depict travelers in the waiting area of the train station Converse with a partner about what they do at the train station while waiting for a train	<i>Bon Voyage!</i> Student edition pp.184-302 <i>Bon voyage!</i> Teacher edition pp. 184A-302 <i>Bon Voyage !</i> Textbook pp. 301-302 <i>Bon Voyage!</i> Workbook p. 89 Audio CD 6 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 301-302 #11-14 <i>Bon Voyage!</i> Workbook p. 89 #5-6 Quizzes
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6 7.1. IM.A.1-8 7.1. IM.B.1-5 7.1. IM.C.1-5	Point out people or things Use demonstrative adjectives for specification Use the word “ <b>là</b> ” after a demonstrative adjective for emphasis Converse about how much something costs at a kiosk	<i>Bon Voyage!</i> Student edition pp.184-305 <i>Bon voyage!</i> Teacher edition pp. 184A-305 <i>Bon Voyage!</i> Textbook pp. 304-305 <i>Bon Voyage!</i> Workbook p. 90 Audio CD 6 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 304-305 #15-18 <i>Bon Voyage!</i> Workbook p. 90 #7-8
1 day	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8	Conjugate verbs that describe more activities Incorporate the new verbs “ <b>dire, écrire, lire</b> ” into conversation Write a short paragraph about friends	<i>Bon Voyage!</i> Student edition pp.184-307 <i>Bon voyage!</i> Teacher edition pp. 184A-307 Vocabulary transparency 9.5	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now

	<p>7.1. IL.B.1-5  7.1. IL.C.1-6  7.1. IM.A.1-8  7.1. IM.B.1-5  7.1. IM.C.1-5</p>		<p><i>Bon Voyage!</i> Textbook pp. 306-307  <i>Bon Voyage!</i> Workbook p. 91  Audio CD 6  Chapter DVD</p>	<p><i>Bon Voyage!</i> Textbook pp. 306-307 #19-22  <i>Bon Voyage!</i> Workbook p. 91 #9-11  Quizzes</p>
1 day	<p>7.1. NM.A.1-5  7.1. NM.B.1-5  7.1. NM.C.1-5  7.1. NH.A.1-6  7.1. NH.B.1-5  7.1. NH.C.1-5  7.1. IL.A.1-8  7.1. IL.B.1-5  7.1. IL.C.1-6  7.1. IM.A.1-8  7.1. IM.B.1-5  7.1. IM.C.1-5  7.1. IH.A.1-8  7.1. IH.B.1-6  7.1. IH.C.1-6</p>	<p>Have a conversation at the ticket counter  Create a train schedule in the target language</p>	<p><i>Bon Voyage!</i> Student edition pp.184-309  <i>Bon voyage!</i> Teacher edition pp. 184A-309  Vocabulary transparency 9.6  <i>Bon Voyage!</i> Textbook pp. 308-309  <i>Bon Voyage!</i> Workbook p. 91  Audio CD 6  Chapter DVD</p>	<p>Oral responses  Cooperative group activities  Paired activities  Daily monitoring  Exit slips  Do now  <i>Bon Voyage !</i> Textbook pp. 308-309 #1-10 ; A-B  <i>Bon Voyage !</i> Workbook p. 93 #B  Student-created train schedules</p>
3 days	<p>7.1. NM.A.1-5  7.1. NM.B.1-5  7.1. NM.C.1-5  7.1. NH.A.1-6  7.1. NH.B.1-5  7.1. NH.C.1-5  7.1. IL.A.1-8  7.1. IL.B.1-5  7.1. IL.C.1-6  7.1. IM.A.1-8  7.1. IM.B.1-5  7.1. IM.C.1-5  7.1. IH.A.1-8  7.1. IH.B.1-6  7.1. IH.C.1-6</p>	<p>Discuss an interesting train trip in French-speaking Africa  Predict and create visual images while reading  Discuss the advantages and disadvantages of travel by train, bus, and airplane  Converse about La Société de Chemins de Fer Français  Make a connection with math as it relates to time schedules  Compare conversational time with official time  Use new words/expressions orally</p>	<p><i>Bon Voyage!</i> Student edition pp.184-315  <i>Bon voyage!</i> Teacher edition pp. 184A-315  Picture transparency C9  <i>Bon Voyage!</i> Textbook p. 315  Audio CD 6  Chapter DVD</p>	<p>Oral responses  Cooperative group activities  Paired activities  Daily monitoring  Exit slips  Do now  <i>Bon Voyage!</i> Textbook p. 315 #A-B  <i>Bon Voyage!</i> Workbook p. 93 #B  Student-created train schedules  Student oral review of p. 320</p>

# BRIDGETON PUBLIC SCHOOLS

## FRENCH II

### UNIT/PACING CHART

Course: French II

Chapter 10: Sports

Unit 5: Sports

Essential Question: How does one communicate about past events when conversing about various sports?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVE: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5	Identify sports equipment for soccer Converse about the actions made by the players during a soccer match Write a short paragraph about a soccer match	<i>Bon Voyage!</i> Student edition pp. 324-327 <i>Bon Voyage!</i> Teacher edition pp. 322A-327 Vocabulary transparencies 10.2-10.3 <i>Bon Voyage!</i> Textbook pp. 326-327 <i>Bon Voyage!</i> Workbook p. 95 Audio CD 6 Chapter DVD InfoGap Activity 30	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 326-327 #1-4 <i>Bon Voyage!</i> Workbook p. 95 #1-3 InfoGap Activity 30 p. H31
1 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5	Talk about team and individual sports Identify words associated with basketball, volleyball, cycling, track and field, and running Describe actions the player make	<i>Bon Voyage!</i> Student edition pp. 322-331 <i>Bon Voyage!</i> Teacher edition pp. 322A-331 Vocabulary transparencies 10.4-10.5 <i>Bon Voyage!</i> Textbook pp. 330-331	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now

		<p>while playing team and individual sports</p> <p>Write a short paragraph about a basketball game, a volleyball game, and a cycling course</p> <p>Create new sentences based on the model sentences</p> <p>Respond to TPR commands playing basketball in the classroom</p>	<p><i>Bon Voyage!</i> Workbook p. 96</p> <p>Audio CD 6</p> <p>Chapter DVD</p> <p>InfoGap Activity 31</p>	<p><i>Bon Voyage!</i> Textbook pp. 330-331 #5-10</p> <p><i>Bon Voyage!</i> Workbook p. 95 #4-5</p> <p>InfoGap Activity 31 p. H32</p>
3 days	<p>7.1. NM.A.1-5</p> <p>7.1. NM.B.1-5</p> <p>7.1. NM.C.1-5</p> <p>7.1. NH.A.1-6</p> <p>7.1. NH.B.1-5</p> <p>7.1. NH.C.1-5</p> <p>7.1. IL.A.1-8</p> <p>7.1. IL.B.1-5</p> <p>7.1. IL.C.1-6</p>	<p>Describe past actions and events</p> <p>Identify the past tense forms for regular –er verbs</p> <p>Write a short paragraph in the past tense about a day at school, a soccer game, and a party</p> <p>Converse with a partner in the past tense</p> <p>Form the past participle of regular –er, -re, and –ir verbs</p> <p>Negate the past tense</p> <p>Convert present tense to past tense</p>	<p><i>Bon Voyage!</i> Student edition pp. 322-334</p> <p><i>Bon Voyage!</i> Teacher edition pp. 322A-334</p> <p>Vocabulary transparency 10.3</p> <p><i>Bon Voyage!</i> Textbook pp. 333-334</p> <p><i>Bon Voyage!</i> Workbook p. 97-99</p> <p>Audio CD 6</p> <p>Chapter DVD</p> <p>InfoGap Activity 32</p>	<p>Oral responses</p> <p>Cooperative group activities</p> <p>Paired activities</p> <p>Daily monitoring</p> <p>Exit slips</p> <p>Do now</p> <p><i>Bon Voyage!</i> Textbook pp. 333-334 #5-10</p> <p><i>Bon Voyage!</i> Workbook p. 97-99 #6-11</p> <p>InfoGap Activity 32 p. H33</p> <p>Quizzes</p>
3 days	<p>7.1. NM.A.1-5</p> <p>7.1. NM.B.1-5</p> <p>7.1. NM.C.1-5</p> <p>7.1. NH.A.1-6</p> <p>7.1. NH.B.1-5</p> <p>7.1. NH.C.1-5</p> <p>7.1. IL.A.1-8</p> <p>7.1. IL.B.1-5</p> <p>7.1. IL.C.1-6</p> <p>7.1. IM.A.1-8</p> <p>7.1. IM.B.1-5</p> <p>7.1. IM.C.1-5</p>	<p>Ask people questions</p> <p>Identify the interrogative words “<b>qui</b>”, “<b>quoi</b>”, and “<b>qu’est-ce que</b>” and correctly place them within a question</p> <p>Ask questions in the present tense</p> <p>Ask questions in the past tense</p>	<p><i>Bon Voyage!</i> Student edition pp. 322-336</p> <p><i>Bon Voyage!</i> Teacher edition pp. 322A-336</p> <p>Vocabulary transparency 10.3</p> <p><i>Bon Voyage!</i> Textbook pp. 335-336</p> <p><i>Bon Voyage!</i> Workbook p. 100</p> <p>Audio CD 6</p> <p>Chapter DVD</p>	<p>Oral responses</p> <p>Cooperative group activities</p> <p>Paired activities</p> <p>Daily monitoring</p> <p>Exit slips</p> <p>Do now</p> <p><i>Bon Voyage!</i> Textbook pp. 335-336 #19-24</p> <p><i>Bon Voyage!</i> Workbook p. 100 #12-13</p>

2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6 7.1. IM.A.1-8 7.1. IM.B.1-5 7.1. IM.C.1-5	Describe more activities Conjugate the verbs “ <b>boire</b> ”, “ <b>devoir</b> ”, and “ <b>recevoir</b> ” Recognize different meanings for the verb « <b>devoir</b> » Identify the past participles of “ <b>boire</b> ”, “ <b>devoir</b> ”, and “ <b>recevoir</b> ” and use those verbs in present and past tense	<u><i>Bon Voyage!</i></u> Student edition pp. 322-339 <u><i>Bon Voyage!</i></u> Teacher edition pp. 322A-339 Vocabulary transparency 10.5 <u><i>Bon Voyage!</i></u> Textbook pp. 337-339 <u><i>Bon Voyage!</i></u> Workbook p. 101 Audio CD 6 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <u><i>Bon Voyage!</i></u> Textbook pp. 337-339 #26-28 <u><i>Bon Voyage!</i></u> Workbook p. 101 #14-16 Quizzes
3 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6 7.1. IM.A.1-8 7.1. IM.B.1-5 7.1. IM.C.1-5 7.1. IH.A.1-8 7.1. IH.B.1-6 7.1. IH.C.1-6	Converse about what sports they do and don’t like Explain the action in an imaginary soccer game Articulate about the <i>Tour de France</i> after reading a short story about it Discuss sports in Canada and French-speaking Africa Draw from previous knowledge to make a connection with anatomy in the target language Draw and label an illustration of the body using new vocabulary words	<u><i>Bon Voyage!</i></u> Student edition pp. 322-347 <u><i>Bon Voyage!</i></u> Teacher edition pp. 322A-347 Vocabulary transparency 10.6 <u><i>Bon Voyage!</i></u> Textbook pp. 337-339 <u><i>Bon Voyage!</i></u> Workbook p. 102-103 Audio CD 6 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <u><i>Bon Voyage!</i></u> Textbook p. 340 #1-7 <u><i>Bon Voyage!</i></u> Textbook p. 341 #A-B <u><i>Bon Voyage!</i></u> Textbook p. 343 #A-B <u><i>Bon Voyage!</i></u> Textbook p. 345 #A-B <u><i>Bon Voyage!</i></u> Textbook p. 347 #A-B <u><i>Bon Voyage!</i></u> Workbook p. 102-103 #A-F Chapter test

# BRIDGETON PUBLIC SCHOOLS

## FRENCH II

### UNIT/PACING CHART

Course: French II

Chapter 11: Summer and Winter

Unit 6: Summer and Winter

Essential Question: How does one communicate about summer and winter sports and activities?

TIMELINE	NJSLS	SKILLS/ CONTENT OBJECTIVE: Students will be able to	TEACHER'S GUIDE/SUPPLEMENTAL MATERIALS	ASSESSMENTS
1 day	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5	Describe spring and summer weather Identify activities associated with warm weather Respond to TPR associated with mimicking instructions Write a paragraph about the beach, the summertime, and being at the seaside Converse about summer activities and sports	<i>Bon Voyage!</i> Student edition pp. 356-359 <i>Bon Voyage!</i> Teacher edition pp. 354A-359 Vocabulary transparencies 11.2-11.3 <i>Bon Voyage!</i> Textbook pp. 358-359 <i>Bon Voyage!</i> Workbook p. 105-106 Audio CD 7 Chapter DVD InfoGap Activity 34	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 358-359 #1-7 <i>Bon Voyage!</i> Workbook p. 105-106 #1-4 InfoGap Activity 34 p. H35
1 day	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5	Describe fall and winter weather Depict a resort for winter sports Identify equipment needed for skiing and ice skating Converse about winter sports	<i>Bon Voyage!</i> Student edition pp. 356-363 <i>Bon Voyage!</i> Teacher edition pp. 354A-363 Vocabulary transparencies 11.4-11.5	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips

		Write a short paragraph about being at a winter sports resort and taking ski lessons	<i>Bon Voyage!</i> Textbook pp. 362-363 <i>Bon Voyage!</i> Workbook pp. 107-108 Audio CD 7 Chapter DVD InfoGap Activity 35	Do now <i>Bon Voyage!</i> Textbook pp. 362-363 #8-13 <i>Bon Voyage!</i> Workbook pp. 107-108 #5-8 InfoGap Activity 35 p. H36
2 days	7.1.NM.A.1-5 7.1.NM.B.1-5 7.1.NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6	Discuss past actions and events Identify the past tense of irregular verbs Formulate past participles from verb infinitives Write a short paragraph about someone who went skiing Respond to past tense questions using irregular verbs Create a poster depicting their favorite season	<i>Bon Voyage!</i> Student edition pp. 3356-366 <i>Bon Voyage!</i> Teacher edition pp. 354A-366 Vocabulary transparency 11.3 <i>Bon Voyage!</i> Textbook pp. 365-366 <i>Bon Voyage!</i> Workbook pp. 109-110 Audio CD 7 Chapter DVD InfoGap Activity 36	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 365-366 #14-18 <i>Bon Voyage!</i> Workbook pp. 109-110 #9-10 InfoGap Activity 36 pH37 Quizzes Student-created posters
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5 7.1. NH.C.1-5 7.1. IL.A.1-8 7.1. IL.B.1-5 7.1. IL.C.1-6	Make negative statements using “ <b>ne...rien</b> ”, “ <b>ne...personne</b> ”, “ <b>ne...plus</b> ”, and “ <b>ne...jamais</b> ” Identify the correct placement of negative words in a present tense and past tense sentence Ask and answer negative questions	<i>Bon Voyage!</i> Student edition pp. 356-368 <i>Bon Voyage!</i> Teacher edition pp. 354A-368 Vocabulary transparency 11.4 <i>Bon Voyage!</i> Textbook pp. 367-368 <i>Bon Voyage!</i> Workbook p. 110 Audio CD 7 Chapter DVD	Oral responses Cooperative group activities Paired activities Daily monitoring Exit slips Do now <i>Bon Voyage!</i> Textbook pp. 367-368 #19-23 <i>Bon Voyage!</i> Workbook p. 110 #11
2 days	7.1. NM.A.1-5 7.1. NM.B.1-5 7.1. NM.C.1-5 7.1. NH.A.1-6 7.1. NH.B.1-5	Describe more past actions using the helping verb “ <b>être</b> ” in the past tense Recognize the twelve verbs that are conjugated with “ <b>être</b> ” in the past	<i>Bon Voyage!</i> Student edition pp. 356-371 <i>Bon Voyage!</i> Teacher edition pp. 354A-371	Oral responses Cooperative group activities Paired activities Daily monitoring

	<p>7.1. NH.C.1-5  7.1. IL.A.1-8  7.1. IL.B.1-5  7.1. IL.C.1-6  7.1. IM.A.1-8  7.1. IM.B.1-5  7.1. IM.C.1-5</p>	<p>tense  Apply the same negation rules when making a sentence negative using “être” as the helping verb  Write a short paragraph about a trip to Grenoble and being at school - in the past tense using verbs that conjugate with “être” as the helping verb</p>	<p>Vocabulary transparency 11.5  <i>Bon Voyage!</i> Textbook pp. 370-371  <i>Bon Voyage!</i> Workbook p. 111  Audio CD 7  Chapter DVD</p>	<p>Exit slips  Do now  <i>Bon Voyage!</i> Textbook pp. 370-371 #24-30  <i>Bon Voyage!</i> Workbook p. 110 #12-14  Quizzes</p>
2 days	<p>7.1. NM.A.1-5  7.1. NM.B.1-5  7.1. NM.C.1-5  7.1. NH.A.1-6  7.1. NH.B.1-5  7.1. NH.C.1-5  7.1. IL.A.1-8  7.1. IL.B.1-5  7.1. IL.C.1-6  7.1. IM.A.1-8  7.1. IM.B.1-5  7.1. IM.C.1-5</p>	<p>Converse about an imaginary trip to the beach in Tahiti  Distinguish the difference among several beaches in Martinique through reading analysis  Construct a dialogue that portrays a favorite imaginary vacation</p>	<p><i>Bon Voyage!</i> Student edition pp. 356-373  <i>Bon Voyage!</i> Teacher edition pp. 354A-373  <i>Bon Voyage!</i> Textbook pp. 372-373  <i>Bon Voyage!</i> Workbook p. 112-113  Audio CD 7  Chapter DVD</p>	<p>Oral responses  Cooperative group activities  Paired activities  Daily monitoring  Exit slips  Do now  <i>Bon Voyage!</i> Textbook p.373 #A-B  <i>Bon Voyage!</i> Workbook p. 112 #A  <i>Bon Voyage!</i> Workbook p. 113 #D</p>
3 days	<p>7.1. NM.A.1-5  7.1. NM.B.1-5  7.1. NM.C.1-5  7.1. NH.A.1-6  7.1. NH.B.1-5  7.1. NH.C.1-5  7.1. IL.A.1-8  7.1. IL.B.1-5  7.1. IL.C.1-6  7.1. IM.A.1-8  7.1. IM.B.1-5  7.1. IM.C.1-5</p>	<p>Comprehend and summarize a story about a trip to Canada  Discuss vacations in France  Retell a short story about the winter carnival in Quebec  Make a connection with fine arts in the target language  Characterize impressionist paintings  Generate their own dialogue about a picture at the beach and at a ski resort</p>	<p><i>Bon Voyage!</i> Student edition pp. 356-384  <i>Bon Voyage!</i> Teacher edition pp. 354A-384  <i>Bon Voyage!</i> Textbook pp. 377-384  Audio CD 7  Chapter DVD</p>	<p>Oral responses  Cooperative group activities  Paired activities  Daily monitoring  Exit slips  Do now  <i>Bon Voyage!</i> Textbook p.377 #1-3  <i>Bon Voyage!</i> Textbook p.379 # A-B  Student oral presentations</p>

	7.1. IH.A.1-8 7.1. IH.B.1-6 7.1. IH.C.1-6			Chapter test
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