

French 2 - Chapter 1 Pacing Guide

Voces French 2 offers you many different materials and activities from which to choose; you may want to use more or less of them depending on your students' age and achievement levels. This pacing guide illustrates one of many "paths" through the curriculum. You may wish to use a different grouping of activities based on your preferences and class needs.

Chapter 1	Day 1	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can introduce myself and say where I am from.			
Topic:	Activity:	Standard:	Location:
1. Introduction to class and chapter	a. Greet class and share some information about yourself. (5 min.) b. Do a get to know you activity with the class. Make sure you as a teacher get involved as well so that students get to know you too! (10 min.) c. Introduce chapter. (5 min.) d. Introduce Chapter 1 Scope and Objectives. Students complete pre-assessment. (8 min.)	5.2	<i>Introduction au chapitre 1</i> Chapter 1 Scope and Objectives
2. Introductions	a. Discuss with the class the need to continue using a skill in order to retain it. Reintroduce French to the class by watching <i>Mon identité</i> video & answering questions. (6 min.) b. Review introductions, names, and nationalities with choral response. (5 min.) c. Students continue	1.2 1.1	<i>Chapitre 1.1 : Qui suis-je ?</i> - <i>Mon identité</i> <i>Les noms et les nationalités</i>

	<p>to review with conversation partner. Write prompt on the board. (3 min.)</p> <p>d. Students continue to review individually in <i>Pratique 1</i>. Choose 2-3 activities for them to complete. (10 min.)</p>	<p>1.1</p> <p>1.3</p>	<p><i>Pratique 1 : Les noms et les nationalités</i></p>
<p>3. Wrap-Up/Reflection</p>	<p>a. Students self-evaluate progress using Can-Do Checklist. (3 min.)</p>	<p>5.2</p>	<p>Can-Do Checklist</p>

Chapter 1	Day 2	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal:</p> <p>I can give information about my classmates to a new student.</p> <p>I can understand information I hear when a person introduces themselves.</p> <p>I can have a conversation that would occur when meeting a new person.</p>			
Topic:	Activity:	Standard:	Location:
<p>1. Introductions</p>	<p>a. Greet class and review Can-Do Goal and greetings with class. (5 min.)</p> <p>b. Review introductions through mini class conversation. (3 min.)</p> <p>c. Review language structure. (5 min.)</p> <p>d. Students practice in pairs through <i>Être et l'accord des adjectifs</i>. (5 min.)</p> <p>e. Students practice individually in <i>Pratique 2</i>. Choose one or both activities, depending</p>	<p>5.2</p> <p>1.1</p> <p>3.1</p> <p>3.1</p> <p>1.3, 3.1</p>	<p>Can-Do Checklist</p> <p><i>Être et l'accord des adjectifs</i></p> <p><i>Structure de la langue mise en contexte - Être et l'accord des adjectifs</i></p> <p><i>Pratique 2 : Être et l'accord des adjectifs</i></p>

	<p>5 : <i>Lecture</i> as a class. (5 min.)</p> <p>c. Students practice mini conversations with classmates. (5 min.)</p>	<p>1.2</p> <p>1.1</p>	<p><i>coordonnées – Lecture</i></p>
2. Culture	<p>a. Work through <i>Les noms en France</i> as a class. (8 min.)</p> <p>b. Students work through <i>Les coordonnées pour contacter des personnes</i> with a partner. (10 min.)</p> <p>c. Students work through <i>Panorama</i> individually. (10 min.)</p> <p>d. Come back together as a class and discuss today’s cultural activities. Ask for their thoughts and opinions and offer your own perspectives. (5 min.)</p>	<p>2.1</p> <p>2.1</p> <p>2.1</p> <p>2.1</p>	<p><i>Culture – Les noms en France</i></p> <p><i>Culture – Les coordonnées pour contacter des personnes</i></p> <p><i>Exemples de la vie courante – Panorama</i></p>
3. Wrap-Up/Reflection	<p>a. Students self-evaluate progress using Can-Do Checklist. (3 min.)</p>	<p>5.2</p>	<p>Can-Do Checklist</p>

Chapter 1	Day 4	Time: 55 min.	Novice Low-Mid
<p>“I Can” Goal: I can say someone’s birthday. I can describe people I see in pictures.</p>			
Topic:	Activity:	Standard:	Location:
1. Introductions	<p>a. Review Can-Do Goal and greetings with class. (3 min.)</p> <p>b. Review through class conversation. Then have students complete <i>Conversation</i>. (Time as needed)</p> <p>c. Review grammar point of date formation. Ask students questions about their birthdates, along with other</p>	<p>5.2</p> <p>1.1</p> <p>3.1</p>	<p>Can-Do Checklist</p> <p><i>Exemples de la vie courante – Conversation</i></p> <p><i>Formation de dates</i></p>

	review concepts you've covered so far. (6 min.) d. Have students work individually through <i>Structure de la langue mise en contexte – Formation de dates</i> . (5 min.)	3.1	<i>Structure de la langue mise en contexte – Formation de dates</i>
2. Descriptions	a. Review personal descriptions by displaying pictures (or choosing people in the class or common celebrities) and describing the people there. As you do this, slowly release more of the description responsibility to your students, until you bring up a picture (or say a student's name) and partners describe him/her. (10 min.) b. Play Guess Who! Start with an example or two with the whole class, then release to partners. (Time as needed)	1.1 1.1	<i>La description physique et les adjectifs</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 5	Time: 55 min.	Novice Low-Mid
“I Can” Goal: I can describe people I see in pictures. I can describe myself.			
Topic:	Activity:	Standard:	Location:
1. Personal descriptions	a. Greet class and review Can-Do Goal with class. (2 min.) b. Review personal descriptions with	5.2 1.1	Can-Do Checklist <i>La description physique et les</i>

	<p>pictures and conversation in similar fashion to previous day. (5 min.)</p> <p>c. Review grammar point with class. (3 min.)</p> <p>d. Have students write down a description of themselves, paying attention to grammar. (6 min.)</p> <p>e. Review personality descriptions by displaying pictures (or choosing people in the class or common celebrities) and describing the people there. As you do this, slowly release more of the description responsibility to your students, until you bring up a picture (or say a student's name) and partners describe him/her. (10 min.)</p> <p>f. Play Guess Who! Start with an example or two with the whole class, then release to partners. (Time as needed)</p> <p>g. If time allows, have students complete <i>Pratique 6 – Écoute</i>. (Time as available)</p>	<p>3.1</p> <p>1.3</p> <p>1.1</p> <p>1.1</p> <p>1.3</p>	<p><i>adjectifs</i></p> <p><i>L'accord et la place des adjectifs</i></p> <p><i>La description de la personnalité</i></p> <p><i>Pratique 6 : L'accord et la place des adjectifs – Écoute</i></p>
2. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 6	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal:</p> <p>I can describe people I see in pictures.</p> <p>I can describe myself.</p> <p>I can understand information I hear when a person introduces themselves.</p>			

Topic:	Activity:	Standard:	Location:
1. Personal descriptions	a. Greet class and review Can-Do Goal with class. (2 min.) b. Students review personal descriptions individually in <i>Pratique 7 & 8</i> . (30 min.) c. Work through <i>Salut, Roselaine !</i> video and comprehension questions as a class. (5 min.)	5.2 1.2 1.2, 4.2	Can-Do Checklist <i>Pratique 7 : Écriture & Oral</i> <i>Pratique 8 : Écriture, Écoute, Écoute et oral</i> <i>Exemples de la vie courante – Salut, Roselaine !</i>
2. Culture	a. Work through <i>Le centre de la France</i> as a class or in partners depending on your students' preferences and abilities. (time as needed)	1.2, 2.1, 4.1	<i>Culture – Le centre de la France</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 7	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can understand some key words and phrases and the main idea of an infographic on a worldwide health issue. I can understand the main idea in a video that talks about an organization related to the cultural identity of Canadian people.			
Topic:	Activity:	Standard:	Location:
1. Personal descriptions	a. Greet class and review Can-Do statement. (3 min.) b. Students practice personal descriptions individually through <i>Exemples de la vie courante – Écriture</i> . (10 min.) c. Students review with games. (8 min.)	5.2 1.3	Can-Do Checklist <i>Exemples de la vie courante – Écriture</i> Voces Game Center
2. Communicative evaluation	a. Students work in pairs to complete Interpretive Reading 1	1.2	<i>Évaluations des capacités communicatives –</i>

	and corresponding questions. (15 min.) b. Students work through (individually, in pairs, or as a class depending on your needs) Interpretive Listening activity. (12 min.)	1.2	Interpretive Reading 1 <i>Évaluation des capacités communicatives – Interpretive Listening</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 8	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can introduce myself to a group. I can ask and answer questions about my family.</p>			
Topic:	Activity:	Standard:	Location:
1. Communicative evaluation and assessment	a. Greet class and review Can-Do goal. (3 min) b. Students work through presentational writing individually. (10 min.) c. Students review through games (Voces game center or play a class game – Jeopardy, flyswatter, etc.). (10 min.) d. Assign <i>Interro</i> quiz. (Time as needed)	5.2 1.3	<i>Évaluation des capacités communicatives – Presentational Writing</i> Voces Game Center <i>Interro</i>
2. Family	a. Review family vocabulary and <i>avoir</i> with the class. Project pictures of your own family and talk about the people, their relationships, descriptions, interests, etc. all in comprehensible input, pausing to ask questions as you go. (10 min.) b. Student partners discuss their own	1.1 1.1	<i>Chapitre 1.2</i> <i>- La famille et les amis</i> <i>- Le verbe « avoir »</i>

	<p>families in French (or popular families on TV if they prefer). Depending on your class' confidence level, you may want to put some sentence starters or questions on the board. (5 min.)</p> <p>c. Students practice individually in <i>Pratique 9 – Lecture</i>. If students finish early, they should use the extra time to complete <i>Écoute</i>. (Time as needed)</p>	1.2	<p><i>Pratique 9 : La famille et les amis</i> -Lecture -Écoute</p>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 9	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can compare my family with another family. I can understand some of what a family says about their family members and experiences in a new country.</p>			
Topic:	Activity:	Standard:	Location:
1. Family	<p>a. Greet the class and review can-do statements. (3 min.)</p> <p>b. Use the questions in <i>Structure de la langue mise en contexte – les adjectifs possessifs</i> as a warm-up in think/pair/share style. (5 min.)</p> <p>c. Review family vocabulary, <i>avoir</i>, and <i>les adjectifs possessifs</i> through more comprehensible input and choral response question/answer. Continue to use pictures of your own</p>	<p>5.2</p> <p>3.1, 4.1</p> <p>1.1</p>	<p>Can-Do Checklist</p> <p><i>Structure de la langue mise en contexte – les adjectifs possessifs</i></p>

	family or a popular celebrity family. (10 min.) d. Students work individually through <i>Pratique 10 – Écoute</i> and <i>Pratique 11 – Lecture</i> . (10-15 min.)	3.1, 4.1	<i>Pratique 10 : Le verbe « avoir » - Écoute</i> <i>Pratique 11 : Les adjectifs possessifs – Lecture</i>
2. Culture	a. Lead the class through <i>Salut, Mélanie !</i> (5 min.) b. Student partners work through <i>Une famille à Londres</i> . (10 min.) c. Students work individually through <i>Culture – Du temps en famille</i> . (10 min.)	1.2, 4.2 1.2, 4.2	<i>Exemples de la vie courante – Salut, Mélanie !</i> <i>Exemples de la vie courante – Une famille à Londres</i> <i>Culture – Du temps en famille</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 10	Time: 55 min.	Novice Low-Mid
“I Can” Goal: I can say what professions my family members have and which professions interest me most.			
Topic:	Activity:	Standard:	Location:
1. Review	a. Greet class and review Can-Do statements. (3 min.) b. Students work individually through <i>Pratique 11 – Lecture, Écriture, Écoute</i> . (20 min.)	5.2	Can-Do Checklist <i>Pratique 11 – Lecture, Écriture, Écoute</i>
2. Professions	a. Review <i>Les professions</i> as a class. Display vocabulary and/or example pictures as visual aids as you discuss with the class. (10 min.) b. Student partners complete <i>Les professions en France</i> . (8 min.)	1.1 1.1, 2.1, 4.2	<i>Les professions</i> <i>Culture – Les professions en France</i>

	c. Have students (in partners or individually) work through 2-3 activities in <i>Pratique 12</i> . (10 min.)		<i>Pratique 12 : Les professions</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 11	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can talk about routine activities I like. I can talk about what students do in their free time.			
Topic:	Activity:	Standard:	Location:
1. Professions	a. Greet class and review Can-Do statements. (3 min.) b. Students review through Voces Game Center. (10 min.) c. Assign <i>Interro</i> as a quiz. (Time as needed)	5.2	Can-Do Checklist Voces Game Center <i>Interro</i>
2. Activities	a. Review <i>Les préférences et les activités</i> through comprehensible input, incorporating choral response, question and answer, and acting/total physical response strategies. (10 min.) b. Students work individually through <i>Pratique 13 – Écoute</i> . (5 min.) c. Students engage in small group conversations about their preferred activities. Write a few prompts on the board to help start the conversation. (5 min.)	1.1 1.1	<i>Chapitre 1.3 - Les préférences et les activités</i> <i>Pratique 13 – Écoute</i>
3. Culture	a. As time allows, begin discussing culture reading. If you'd like, assign it as homework	1.2, 2.1, 4.2	<i>Culture – Les activités favorites</i>

	to finish. (Time as needed)		
4. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 12	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can talk about what students do in their free time.			
Topic:	Activity:	Standard:	Location:
1. Activities	<p>a. Greet class and review Can-Do statement. (3 min.)</p> <p>b. Hold question and answer session with class, using both choral response and calling on individual students, to review activities vocabulary. (8 min.)</p> <p>c. Review verb forms. (5 min.)</p> <p>d. Have student partners work through <i>Parlons !</i> activity. (15 min.) Students should create a list of the activities they discuss to use in class discussion later.</p> <p>e. Review <i>Parlons !</i> activity with the class. Ask questions in French about what they came up with. See if partners created similar lists throughout the class. Extend this activity by surveying the group and making a most popular activities list on the board. Then, have individual students write sentences about what different people do in their free time. (Time as needed)</p>	<p>5.2</p> <p>1.1</p> <p>3.1, 4.1</p>	<p>Can-Do Checklist</p> <p><i>Les verbes en -er</i></p> <p><i>Parlons ! (Les verbes en -er)</i></p>
2. Culture	a. Work through cultural	1.2, 2.1, 4.2	<i>Culture – Les activités</i>

	reading with the class. Start by reading the first few sentences aloud for the class, pausing to review, ask questions, or translate as necessary. Have student volunteers continue reading aloud for the class. Then, discuss questions with the group. (15 min.)		<i>populaires dans le monde francophone</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 13	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can understand basic information related to the description of a house. I can understand most of what is said in a video in which a woman talks about things she likes to do.</p>			
Topic:	Activity:	Standard:	Location:
1. House & chores	<p>a. Greet class and review Can-Do goal. (3 min.)</p> <p>b. Have students begin reviewing house and chores vocabulary through Voces Game Center. (10 min.)</p> <p>c. Host group discussion in French using house and chores vocabulary. (5 min.)</p> <p>d. Student pairs work through three activities in <i>Pratique 16</i>. (15 min.)</p> <p>e. Students work individually through <i>Panorama</i>. (7 min.)</p> <p>f. Have individuals watch <i>Salut, Doris !</i> Then re-watch clip as a class and discuss. (5 min.)</p>	<p>5.2</p> <p>1.1</p> <p>1.2, 2.1, 4.2</p>	<p>Can-Do Checklist</p> <p>Voces Game Center</p> <p><i>Pratique 16</i></p> <p><i>Exemples de la vie courante – Panorama</i></p> <p><i>Exemples de la vie courante – Salut, Doris !</i></p>
2. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 14	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can discuss my school schedule.			
Topic:	Activity:	Standard:	Location:
1. School	a. Greet class and review Can-Do goal. (3 min.) b. Display a French school schedule and discuss it with the class in French. (8 min.) c. Direct students to look at school vocabulary to help them work through conversation with a partner about their class schedule. Display questions in French like "What classes do you have? What do you do in class? Who are your teachers? What class do you like?" (5 min.) d. Student partners work through <i>Pratique 18 – Lecture 1</i> . (10 min.) e. Students work individually through <i>Pratique 18 – Lecture 3 & Écoute 1</i> . (15 min.)	5.2 1.1, 2.1, 4.2 1.1	Can-Do Checklist <i>Chapitre 1.4 – Les études</i> <i>Pratique 18 : Les études – Lecture 1</i> <i>Pratique 18 : Les études – Lecture 3 & Écoute 1</i>
2. Culture	a. Lead the class through one of the Culture readings for this section. (10 min.)	1.2, 2.1, 4.2	<i>Culture</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 15	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can understand most of what is said in a video in which a woman talks about things she likes to do.			
Topic:	Activity:	Standard:	Location:
1.	b. Greet class and discuss	5.2	<i>Après l'école</i>

	<p>can-do goals. (3 min.)</p> <p>c. Students work individually through <i>Pratique 18 – Lecture 4 & Écoute 2</i>. (12 min.)</p> <p>d. Review telling time & activities. (10 min.)</p> <p>e. Individual students work through <i>Pratique 19 – Lecture 1 & Écoute 1</i>. (15 min.)</p> <p>f. Student pairs work together through <i>Pratique 20 – Écriture</i>. (10 min.)</p>	1.1	<p><i>Pratique 18 – Lecture 4 & Écoute 2</i></p> <p><i>Formation du temps traditionnel et officiel</i></p> <p><i>Pratique 19 – Lecture 1 & Écoute 1</i></p> <p><i>Pratique 20 – Écriture</i></p>
2. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist

Chapter 1	Day 16	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal:</p> <p>I can understand most of what is said in a video in which a woman talks about things she likes to do.</p> <p>I can learn about what school is like in France as I listen to French students talk about school.</p> <p>I can read and understand an email message about school and write about my school day.</p>			
Topic:	Activity:	Standard:	Location:
1. School & activities	<p>a. Greet class and review Can-do goal. (3 min.)</p> <p>b. Play <i>Salut, Karina !</i> video for the class and discuss. (5 min.)</p> <p>c. Students pairs work through interpretive reading and interpretive listening. (15 min.)</p> <p>d. Students work individually through interpersonal writing. (20 min.)</p>	<p>5.2</p> <p>1.2, 2.1, 4.2</p> <p>1.2</p> <p>1.3</p>	<p>Can-Do Checklist</p> <p><i>Exemples de la vie courante – Salut, Karina !</i></p> <p><i>Évaluations des capacités communicatives</i></p>
2. Unit test/Unit test preparation	a. If you plan to give the <i>Examen</i> for this chapter, let the rest of the day be a review day.		<p>Integrated Performance Assessments</p> <p>-Interpretive Reading</p>

	<p>Play games, practice conversation as a class and in small groups, and work through example questions. (time as needed)</p> <p>If you plan to give Integrated Performance Assessments for this chapter, explain the process for these and then have students begin working on these assessments. (Time as needed)</p>		<p>-Interpretive Listening</p> <p>-Interpersonal Speaking</p> <p>-Presentational Writing</p>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 17	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal:</p> <p>I can understand statements giving basic personal information such as name, age, and where and when someone was born.</p> <p>I can ask and answer questions about school and my likes/dislikes.</p> <p>I can say where I am from, give my age, describe my school, and why I like or don't like Paris.</p>			
Topic:	Activity:	Standard:	Location:
1. Unit test	a. If you plan to give the <i>Examen</i> for this chapter, give that today. If you plan to give Integrated Performance Assessments for this chapter, have students continue working on these assessments.		<p><i>Examen</i></p> <p>Integrated Performance Assessments</p> <p>-Interpretive Reading</p> <p>-Interpretive Listening</p> <p>-Interpersonal Speaking</p> <p>-Presentational Writing</p>
2. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist