

# *Notre histoire* brings together the magic of storytelling with real-world tasks in order to cultivate both students' communicative ability and intercultural understanding

## Overview of *Notre histoire 2*

Each unit in *Notre histoire 2* is based on a different **AP® subtheme** and focuses on **two francophone countries in addition to France**. These "drivers" of the curriculum help guide story lines, authentic texts, communicative tasks, and cultural content.

The primary components in each unit of Level 2 include:

- **Stories:** Each *petite histoire* (short story) targets four to six structures in a compelling and comprehensible way, and includes audio and/or illustrations to increase understanding. There are several options for introducing students to these target structures, including:
  - Total Physical Response (TPR®)
  - Personalized Questions and Answers (PQAs)
  - Co-Created Class Stories (scripts and circling examples provided)
- **Comprehension Activities:** After reading a story, comprehension activities allow students another opportunity to interact with the target structures, be exposed to more varied input, and demonstrate their understanding.
- **Alternative Versions:** These stories are similar to the original ones, but present the story from a new perspective, highlighting a different verb form, slightly different details, or maybe a twist in the plot.
- **Communicative Tasks:** Interpretive, interpersonal, and presentational speaking and writing tasks draw from and expand on what students were exposed to in story sections and prepare students for the Integrated Performance Assessment (IPA) at the end of each unit.
- **Longer Stories:** *Longues histoires* increase interactions with the structures presented in the *petites histoires*. The *longues histoires* can be used as formal assessments of the unit's target structures using the comprehension activities and/or communicative tasks.
- **Chapter Story:** *Le voyage d'une vie* is a chapter story that students read as they progress through the curriculum. There are one or two chapters in each unit.
- **Authentic Culture:** Cultural content is woven throughout each unit and includes:
  - *Articles* that highlight global issues in a scaffolded series of comprehensible texts.
  - *Interviews* that present the perspectives and experiences of native speakers from around the French-speaking world.
  - *Le monde en photos* that present photos with AP-style simulated conversations, where students record themselves after listening to a native speaker.
  - *Panoramas* that virtually transport students to a place in one of the countries where they can see, think, and wonder at their proficiency level.
- **Interactive Can-Do Statements:** Students self-assess their performance on communicative tasks with an integrated, clickable Can-Do statement. Both students and teacher can see the student's overall progress on a summative Can-Do checklist at the end of each unit.
- **Integrated Performance Assessments (IPAs):** These proficiency-based assessments incorporate authentic materials and tasks for a very "real" experience that draws on students' interpretive, interpersonal, and presentational skills.

As you can see, *Notre histoire* provides an array of options for teachers at various levels of expertise. You can select which elements most appropriately meet the needs of individual students and teacher personalities in your unique school district. Our goal is to support teachers wherever they are on their journey in providing truly compelling, comprehensible input to increase students' proficiency levels.

### **Sample Pacing for Unité 1**

Below, you will find one option for pacing the material in *Unité 1* in *Notre histoire 2*. This same pacing could be applied to later units and is meant to be an example of what a teacher *could* do, not an example of what a teacher *should* do.

Timing for these tasks is approximate, and remember that if you are talking with your students – about a story, a culture, or their personal lives – and your students are engaged and having fun or finding what you're saying interesting, then keep going! You are providing Comprehensible Input, and that's what matters most. Don't let a schedule stop you.

Also keep in mind that *Notre histoire* can be customized and edited to suit your and your students' needs. For more information on how to edit material or for more ideas on how to implement the curriculum, call 800-848-0256 or email [info@vocesdigital.com](mailto:info@vocesdigital.com).

### **Things to Consider**

We recommend creating a **class routine** by opening your class with the day, date, etc.; introducing your daily objectives using the included Can-Do goal statements; and/or conducting a *Notre classe, notre histoire* student interview. Please note: If you are interviewing a student and it is going well and everyone seems engaged and learning, then just KEEP GOING. This kind of relevant, personal comprehensible input can be the most effective material you use with them.

We also recommend showing students the different games available to play in the **Voces Game Center**. Tell students that if they have down time in class or outside of class, or finish an assignment early, to log into *Notre histoire* and play games. Learn more about the Voces Game Center [here](#).

As you look over this Pacing Guide, keep in mind that our pacing and timing is **approximate**. You may find yourself moving faster or slower, depending. Take the time to discover your "flow."

If you every feel like you are moving too **fast**, then consider slowing down. Remember that engaging and connecting with your students about the material is key to the success of a Comprehensible Input approach. At the same time, if you're moving fast and the students are "getting" it, then more power to you! Go with the flow! You can always make a unit last longer by adding your own material to a unit using the Voces Editor, incorporating a FVR routine in your class schedule, or even spending a few weeks mid-way in the year to read a class novel!

If you are moving **slower**, then that's okay too! You can assign some of the activities as homework (and spend more time in class just talking to your students and reading the stories). You can also skip some of the review materials – for instance, the *Longue histoire* which revisits already learned material. It's totally up to you. As long as students are engaged and you are delivering comprehensible input, we recommend

not worrying too much about how fast or slow you're moving in the curriculum. Let the students be your ultimate guide.

### A Note on Technology

This pacing guide was written under the assumption that students have their own devices and can connect to the internet. We also highly recommend that students have access to headphones or ear buds, since many of the activities include audio and it would get very loud if all students were listening to different audio recordings at once. Similarly, students' devices should come equipped with a microphone so that students can record their voices.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 1			
Monday			
Min	Section	Details	Device
10-15	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Questions personnelles</b>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom). Choose one student – ideally, one of your better, more outgoing students for this first time – and “interview” them, asking some of the questions on the list. <b>Tip!</b> Set a timer. Start with 5 minutes. See how it goes. Since this will be your first time, you may want to tell students that their exit ticket will be to write down three things they learned about that student.	Project for class.
20	<b>En arrière-plan</b>	Project the page for your class to see and then ask the questions on the page and elicit answers from different students. You can assign the questions for homework to review what you talked about during class.  <b>Tip!</b> Double-click the image to make it full screen. Talk about what the image is and why it is being included in this selection.	Project for class.
10	<i>Explore le monde francophone</i> <b>L'Alliance Française</b>	Read the description at the top of the page and talk about the photos.	Project for class.
10	<i>Explore le monde francophone</i> <b>L'Alliance Française</b>	Have students complete the questions. Students may need to finish this as homework.	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
Tuesday			
10-15	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the	Project for class.

	<b>Questions personnelles</b>	<p>questions. Gauge the student’s willingness and ability, and check the class’s comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage.</p> <p><b>Tip!</b> Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.</p>	
15	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Vocabulaire important</b>	<p>Introduce the <i>Vocabulaire important</i> for <i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i>. You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.</p>	Project for class.
25	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Questions personnelles</b>	<p>Next, do the PQA scripts with your students. Download the teacher version of the script and print it out – there are tips for you throughout.</p> <p><b>Tip!</b> For each <i>petite histoire</i>, you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It’s what they’re naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.</p>	Project for class.
-	<b>Exit Ticket</b>	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Wednesday</b>			
10-15	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Questions personnelles</b>	<p>Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom). Choose a different student from the day before. Don’t worry about asking them all the questions. Gauge the student’s willingness and ability, and check the class’s comprehension by circling the responses and asking either/or questions. Some English responses are appropriate at this stage.</p> <p><b>Tip!</b> Set a timer. Start with 5 minutes. See how it goes. If the student you are interviewing is having a good time and the other students are engaged and listening, then keep going past 5 minutes. If the students seem less engaged and less interested, then move on.</p>	Project for class.
-		<p>Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day’s agenda.</p> <p><b>I can understand a story about a trip to New Orleans.</b></p>	
5	<i>Petite histoire 1</i>	Project the <i>Vocabulaire important</i> and reestablish meaning.	Project for

	: <i>Bérénice va à la Nouvelle-Orléans</i> <b>Vocabulaire important</b>	<b>Tip!</b> You could use some of the questions from the PQAs from the day before, reviewing what you did and reestablishing the meaning of the structures.	class.
15	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Bérénice va à la Nouvelle-Orléans</b>	Project the first story, <i>Bérénice va à la Nouvelle-Orléans</i> . Make sure the structures and their definitions are visible for students to see. Then read the story out loud, stopping after every sentence or two and asking comprehension questions, ensuring that students are following along.	Project for class.
5	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Bérénice va à la Nouvelle-Orléans</b>	Next, play the native speaker audio of the story. Follow up with some additional comprehension questions (even repeated questions from when you were reading the story, but now direct them at your quieter kids).	Project for class.
15	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Activité 1 : Vrai ou faux ?</b> <b>Activité 2 : Choix multiple</b>	Have students pair up or work individually and complete <i>Activités 1 and 2</i> . If time allows, review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Thursday</b>			
10-15	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Questions personnelles</b>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can write a story about a trip to New Orleans.</b>	
10	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Activité 1 : Vrai ou faux ?</b> <b>Activité 2 :</b>	Review <i>Activités 1 and 2</i> in class and, in so doing, remind students about the story and reestablish the meaning of the structures.	Project for class. Students log in and go to the pages.

	<b>Choix multiple</b>		
20	<i>Petite histoire 1 : Bérénice va à la Nouvelle-Orléans</i> <b>Activité 3 : Réponse courte</b> <b>Activité 4 : Raconte-moi l'histoire</b>	Have students do <i>Activités 3</i> and <i>4</i> . If time allows, review the answers to <i>Activité 3</i> as a class.	Assign beforehand. Students log in and go to the pages.
-		For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Print out blank comic strips beforehand.
10	<i>Explore le monde francophone</i> <b>Lien avec les autres matières</b>	Introduce the project to students. Give students until next Friday to write a short synopsis of the group and/or place of their choice and give a short presentation in English about that group and/or place.	Project for class. Assign to be due next Friday.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Friday</b>			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can understand an article about a natural disaster.</b>	
10	<i>Encore ! Encore !</i> <i>Articles</i> <b>L'ouragan Katrina</b>	Read version 1 with the class and complete the activity as a group.	Project for class. Students log in and go to the pages.
10	<i>Encore ! Encore !</i> <i>Articles</i> <b>L'ouragan Katrina</b>	Have students partner up and read Version B together and complete the second activity together.	Project for class. Students log in and go to the pages.
15	<i>Encore ! Encore !</i> <i>Articles</i> <b>L'ouragan Katrina</b>	Have students read the last version on their own and work on the last set of questions.	Project for class. Students log in and go to the pages.
15	<i>Encore ! Encore !</i> <i>Articles</i> <b>L'ouragan Katrina</b>	Finally, review student answers to the last question set and open up discussion about the article in general with the class.	Project for class.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	

**1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week**

**Week 2**

**Monday**

10-15	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Questions personnelles</b>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
15	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Vocabulaire important</b>	Introduce the <i>Vocabulaire important</i> for <i>Petite histoire 2 : Un expatrié français à Chicago</i> . You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.	Project for class.
20	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Story Script</b>	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Notre histoire</i> . <b>Tip!</b> For each <i>petite histoire</i> , you can choose to do either the PQAs or class story. You could also do both! However, we have found that teachers who enjoy talking to their students and getting to know them do well with the PQAs. It's what they're naturally doing anyhow! Teachers who like to perform in front of the class, are often exaggerated and silly, and have a penchant toward storytelling do well with the class stories, because those fit their style. Of course, it is up to you! Best would be to try both approaches and then continue with the one approach that you feel most comfortable with and that the students respond best to.	Project for class.
5	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Notre histoire</b>	As time allows (or as homework), have students retell the class story. You can have them simply retell it as it was told in class, or you can add a twist to the assignment by having them retell it in a new perspective or with a new ending. It's up to you.	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

**Tuesday**

10-15	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Questions personnelles</b>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
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-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can understand a story about a French person living in Chicago.</b>	
5	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Vocabulaire important</b>	Review the <i>Vocabulaire important</i> for <i>Petite histoire 2</i> .	Project for class.
15	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Un expatrié français à Chicago</b>	First, play the native speaker audio for <i>Un expatrié français à Chicago</i> for students while projecting the page so students can see the structures and follow along with the story. Next, read <i>Un expatrié français à Chicago</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
20	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Activité 1 : Complète la phrase</b> <b>Activité 2 : Une interview de René</b>	Have students pair up or work individually and complete <i>Activités 1</i> and <i>2</i> . Review the activities as a class.	Assign beforehand. Students log in and go to the pages.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Wednesday</b>			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can tell a story about a French person living in Chicago.</b>	
10	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Note de grammaire : La place des adjectifs</b>	Talk about adjective placement in the French language. Refer to the explanation in <i>Notre histoire</i> . Go over some examples.	Project for class.



10	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Note de grammaire : La place des adjectifs</b>	Have students complete the activity and spend a few minutes reviewing their responses as a way to reinforce the grammatical concept.	Assign beforehand. Students log in and go to the pages.
10	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Un expatrié français à Chicago</b>	Review the story with students briefly.	Project for class.
20	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Activité 3 : Réponse courte</b> <b>Activité 4 : Raconte-moi l'histoire</b>	Have students complete <i>Activités 3</i> and <i>4</i> . Review activities as a class as time allows.	Assign beforehand. Students log in and go to the pages.
		For students who finish early, print out a blank comic strip from Additional Resources and have them illustrate and caption the story.	Print out blank comic strips beforehand.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Thursday</b>			
10-15	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Questions personnelles</b>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can read a web page about school supplies.</b>	
5	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Version alternative : Les crêpes bretonnes</b>	Review the structures for the <i>Version alternative : Les crêpes bretonnes</i> . Use gestures and ask students simple questions using the structures.	Project for class.

15	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Version alternative : Les crêpes bretonnes</b>	Play the audio for the <i>Version alternative : Les crêpes bretonnes</i> . Pause the audio after every few sentences and ask a few simple comprehension questions to ensure students are following along.	Project for class.
20	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Activité 5 : Complète la phrase (version alternative)</b> <b>Activité 6 : Réponse courte (version alternative)</b>	Have students complete <i>Activités 5</i> and <i>6</i> either alone or in pairs. Spend a few minutes at the end of class reviewing the answers to <i>Activité 6</i> .	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Friday</b>			
10-15	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Questions personnelles</b>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom). Choose a different student from the day before. Don't worry about asking them all the questions. Gauge the student's willingness and ability and check the class's comprehension by circling the responses and asking either/or questions. English responses are appropriate at this stage.	Project for class.
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can make a voice recording about French cultural experiences during a visit to Chicago.</b> <b>I can understand some of what someone says about a trip they took.</b> <b>I can research the history of a place or group of people and compare it to my own family history.</b>	
10	<i>Petite histoire 2 : Un expatrié français à Chicago</i> <b>Presentational Speaking: Mon été à Chicago</b>	Have students complete the Presentational Speaking task on their own	Assign beforehand. Students log in and go to the pages.
10	<i>Encore ! Encore !</i> <b>Interviews Maxime</b>	Project the video and play it for the class. Pause occasionally to ask yes/no and true/false questions.	Project for class.
15	<i>Encore ! Encore</i>	Have students pair up or work individually and complete the	Assign

	<b>!</b> <b>Interviews</b> <b>Maxime</b>	activities. Review the activities as a class.	beforehand. Students log in and go to the pages.
15	<i>Explore le monde francophone</i> <b>Lien avec les autres matières</b>	Have students present on their group and/or place. Encourage them to speak in French, but allow for English as needed.	Project for class.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	

<b>1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week</b>			
<b>Week 3</b>			
<b>Monday</b>			
10	<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i>	Project the structures for all to see and review their meaning – whether that is done by using gestures or just projecting and pointing to them. Remember that these structures have all appeared in the preceding short stories.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can understand a story about the benefits of being bilingual.</b>	
20	<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i>	<b>Option 1:</b> Read the story out loud, pausing every few sentences and asking some simple yes/no and true/false questions. <b>Option 2:</b> Play the audio while showing only the structures on the board. Then, when the audio is done, ask some simple yes/no and true/false questions to make sure everyone understood the story. <b>Tip!</b> Option 1 will be better if students are still struggling or lacking confidence with the language. Option 2 is best for more advanced classes who will be able to follow the story without your intermittent support.	Project for class.
20	<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i> <b>Activité 1 : C'est un problème ?</b> <b>Activité 2 : Choix multiple</b>	Have students complete <i>Activités 1</i> and <i>2</i> independently. Then, as time allows, review as a class.	Assign beforehand. Students log in and go to the pages.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Tuesday</b>			
-		Introduce the Can-Dos at the beginning of class. Write them on	

		the board, project them, or display them on the day's agenda. <b>I can continue a story about the benefits of being bilingual. I can understand some words and phrases and the main idea of a video about the Canadian province of New Brunswick.</b>	
10	<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i>	Review the story with the class – reread it and ask questions or just ask questions, reminding them of key details. <b>Tip!</b> You may want to discuss the different perspectives that are illustrated in the characters in this story. You can connect the topic of this story to similar topics that play out in the United States, such as isolationism in religious communities. You could even use the story as a springboard to talk about the importance of maintaining one's roots and traditions in general while also being open to learning about and participating in others.	Project for class.
20	<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i> <b>Activité 3 : Vrai ou faux ?</b> <b>Activité 4 : Continue l'histoire</b>	Have students complete <i>Activités 3 and 4</i> independently. <b>Tip!</b> You may want to assign these activities with the prevent leaving option and limited submission limits. You also may want to treat this as a quiz.	Assign beforehand. Students log in and go to the page.
10	<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i> <b>Interpretive Listening: Bien venue au Nouveau-Brunswick</b>	Watch the video as a class. Pause along the way and ask simple comprehension questions and/or clarify meaning. You may also want to connect some of the points in the video with the stories and videos students have read and watched.	Project for class.
10	<i>Longue histoire 1 : Être bilingue, c'est un avantage !</i> <b>Interpretive Listening: Bien venue au Nouveau-Brunswick</b>	Have students complete the Interpretive Listening task. They may need extra time outside of class to complete it.	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Wednesday</b>			
10-15	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> <b>Questions personnelles</b>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom).	Project for class.

-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda. <b>I can talk about a historical site.</b> <b>I can use single words and phrases to identify products and practices that reflect perspectives in Quebec.</b>	
10	<i>Encore ! Encore ! Le monde en photos Les fortifications de Québec</i>	Project the image for the class and talk about what you see, asking simple questions along the way. Then, read the description and continue with questioning, modeling some of your questions off of the speaker's questions in the transcript. <b>Tip!</b> You may want to review the rubric as well, and make sure students know how they will be graded.	Project for class.
10	<i>Encore ! Encore ! Le monde en photos Les fortifications de Québec</i>	Next, have students complete the activity. You may want to limit them to one recording for each question – it's up to you.	Assign beforehand. Students log in and go to the page.
20	<i>Encore ! Encore ! Panoramas Le Petit Champlain</i>	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about them.	Project for class and have students log in and go to page.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Dos and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Thursday</b>			
10-15	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens Questions personnelles</i>	Open class by conducting a student interview using the <i>Notre classe, notre histoire</i> routine (which is on the <i>Questions personnelles</i> page, at the bottom).	Project for class.
15	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	Introduce the <i>Vocabulaire important</i> for <i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> . You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.	Project for class.
25	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens Vocabulaire important</i>	Next, do the PQA scripts with your students. Download the teacher version of the script and print it out – there are tips for you throughout.	Project for class.
-	Exit Ticket	Have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

Friday			
10-15	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> <b>Questions personnelles</b>	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can understand a story about Acadian history.</b>	
25	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	First, play the native speaker audio for <i>La tragédie et le triomphe des Acadiens</i> for students while projecting the page so students can see the structures and story. Next, read <i>La tragédie et le triomphe des Acadiens</i> , pausing and asking yes/no, true/false, and other simple comprehension questions to your students.	Project for class.
15	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> <b>Activité 1 : Décris la photo</b> <b>Activité 2 : De faux à vrai</b>	Have students complete <i>Activités 1</i> and <i>2</i> . If time permits, spend a few minutes going over the questions.	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 4			
Monday			
		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can write a story about Acadian history.</b>	
10	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i>	Re-read the story with them or ask comprehension questions to remind them of the storyline and characters. <b>Tip!</b> Double click each illustration to make it full screen and then review the story by describing what's going on in each of the illustrations.	Project for class.
10	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> <b>Note de grammaire : Avoir ou être ?</b>	Review the grammar explanation, drawing on examples that focus on your students as well as examples from the story.	Project for class.
10	<i>Petite histoire 3 : La tragédie et</i>	Have students complete the activity and then go over the activity as a class to reinforce why one answer was chosen by	Assign beforehand.

	<i>le triomphe des Acadiens</i> <b>Note de grammaire : Avoir ou être ?</b>	one individual over the other in each case.	Students log in and go to the page.
20	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> <b>Activité 3 : Réponse courte</b> <b>Activité 4 : Raconte-moi l'histoire</b>	Have students complete <i>Activités 3</i> and <i>4</i> individually. If time allows, go over their answers as a class.	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Tuesday</b>			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can write a short report about Acadian colonists and their experiences in the New World.</b>	
15	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> <b>Version alternative : Une leçon sur le Grand Dérangement</b>	Review the structures and point out some of the changes. Then, read the alternative version. Ask comprehension questions and even compare details in this version with those in the original.	Project for class.
25	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> <i>Version alternative : Une leçon sur le Grand Dérangement</i> <b>Activité 5 : Complète la phrase (version alternative)</b> <b>Activité 6 : Vrai ou faux ? (version alternative)</b> <b>Activité 7 : Réponse courte (version alternative)</b>	Have students do <i>Activités 5, 6, and 7</i> on their own and then go over them as a class, as time allows.	Assign beforehand. Students log in and go to the page.

10	<i>Petite histoire 3 : La tragédie et le triomphe des Acadiens</i> Version alternative : <i>Une leçon sur le Grand Dérangement</i> <b>Presentational Writing: Les colons acadiens</b>	Have students complete the Presentational Writing task. If time allows, let students who volunteer share their work with the class.	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	Print out Exit Ticket beforehand.
<b>Wednesday</b>			
10-15	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Questions personnelles</b>	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
15	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Vocabulaire important</b>	Introduce the <i>Vocabulaire important</i> for <i>Petite histoire 4 : Les frères Thibodeau</i> . You may want to create a gesture or action for each phrase, or you can simply read the French and English and give some synonyms or other contextualized meaning.	Project for class.
20	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Story Script</b>	Next, ask a story with your students using the story script. There are tips and recommendations for successfully asking a story on the page in <i>Notre histoire</i> .	Project for class.
5	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Notre histoire</b>	As time allows (or as homework), have students retell the class story. You can have them simply retell it as it was told in class, or you can add a twist to the assignment by having them retell it in a new perspective or with a new ending. It's up to you.	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Thursday</b>			
10-15	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Questions personnelles</b>	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. <b>I can understand a story about Cajun and French culture.</b>	
20	<i>Petite histoire 4</i>	Project the story for the class. Review the structures. Then	Project for



	<i>Les frères Thibodeau</i> <b>Les frères Thibodeau</b>	double click on each image and read the story as students just look at each scene. Pause and ask simple comprehension questions, pointing to the images as necessary. Then, play the audio of the story only, letting students listen to the story without images or words in front of them. Follow it up with a few simple comprehension questions.	class.
20	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Activité 1 : Choix multiple</b> <b>Activité 2 : Mets dans l'ordre</b> <b>Activité 3 : Réponse courte</b>	Have students work in pairs or individually on <i>Activités 1, 2, and 3</i> . Walk around and support them as needed. If time permits, review some as a class.	Assign beforehand. Students log in and go to the pages.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> , which you can find in the Resource Library under Additional Resources.	
<b>Friday</b>			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. <b>I can tell a story about Cajun and French culture.</b> <b>I can read an article about a festival in France that is based on Louisiana's culture and music.</b>	
15	<i>Petite histoire 4 : Les frères Thibodeau</i>	Review the story with students. Perhaps use the illustrations as guides and ask students to help retell events.	Project for class.
10	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Activité 4 : Raconte-moi l'histoire</b>	Have students complete <i>Activité 4</i> on their own.	Assign beforehand. Students log in and go to the page.
10	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Interpretive Reading: Les Nuits Cajun et Zydeco</b>	Read over the article as a class and help to “unpack” some of the meaning, especially if there are words students don't know.	Project for class.
15	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Interpretive Reading: Les Nuits Cajun et Zydeco</b>	Have students complete the Interpretive Reading task. They can work individually or in pairs to complete it.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Dos and self-assess.	

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 5			
Monday			
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. <b>I can understand an article about a historical legend.</b>	
15	<i>Encore ! Encore ! Articles L'amour de sa vie</i>	Read version 1 with the class and complete the activity as a group.	Project for class and have students log in and go to page.
20	<i>Encore ! Encore ! Articles L'amour de sa vie</i>	Have students partner up and read Version B together and complete the second activity together.	Assign beforehand. Students log in and go to the page.
15	<i>Encore ! Encore ! Articles L'amour de sa vie</i>	Have students read the last version on their own and work on the last set of questions. Review their answers as time allows.	Assign beforehand. Students log in and go to the page.
-	Exit Ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
10-15	<i>Petite histoire 4 : Les frères Thibodeau Questions personnelles</i>	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
15	<i>Longue histoire 2 : Liam a conduit jusqu'en France Liam a conduit jusqu'en France</i>	Review the structures and then play the audio for the story. You may want to pause the audio before key transitions in the story to make sure students are following the plot, or you can just wait until afterwards and follow up with simple comprehension questions.	Project for class.
15	<i>Longue histoire 2 : Liam a conduit jusqu'en France Liam a conduit jusqu'en France</i>	Read the story out loud having student actors act out key scenes in the story as you go. <b>Tip!</b> You may want to play a song by the singer Zaz, and even use it as your students act out the story.	Project for class.
5	<i>Longue histoire 2 : Liam a conduit jusqu'en France Note de</i>	Briefly explain the differences between the future tenses in French. Refer to the examples in <i>Notre histoire</i> .	Project for class.

	<b>grammaire : Le futur proche et le futur simple</b>		
5	<i>Longue histoire 2 : Liam a conduit jusqu'en France</i> <b>Note de grammaire : Le futur proche et le futur simple</b>	Have students complete the activity and spend a few minutes reviewing everyone's different responses. This can open up some good conversation about what will happen in their futures!	Assign beforehand. Students log in and go to the page.
-	<b>Exit Ticket</b>	Have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Wednesday</b>			
10-15	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Questions personnelles</b>	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
-		Introduce the Can-Do at the beginning of class. Write it on the board, project it for the class, or display it on the day's agenda. <b>I can understand a story about a surprising trip to France.</b>	
20	<i>Longue histoire 2 : Liam a conduit jusqu'en France</i>	Review the story as a class, asking comprehension questions to remind students about the story. <b>Tip!</b> You may want to project the map of North America from the <i>Visitons l'Amérique du Nord !</i> page and, when retelling the story, show on the map where Liam went.	Project for class.
20	<i>Longue histoire 2 : Liam a conduit jusqu'en France</i> <b>Activité 1 : Mets dans l'ordre</b> <b>Activité 2 : De faux à vrai</b>	Assign <i>Activités 1</i> and <i>2</i> and have students complete them independently. <b>Tip!</b> You may want to treat this as a quiz since the structures have been taught before.	Assign beforehand. Students log in and go to the pages.
-	<b>Exit Ticket(s)</b>	Have students click on the Can-Do and self-assess, and/or have students complete the <i>Billet de sortie - Personne spéciale</i> which you can find in the Resource Library under Additional Resources.	Print out Exit Ticket beforehand.
<b>Thursday</b>			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. <b>I can retell a story about a surprising trip to France with an alternative ending.</b> <b>I can write an email about a vacation to Saint Pierre, France.</b>	
10	<i>Longue histoire 2 : Liam a</i>	Review the story as a class, asking comprehension questions to remind students about the story.	Project for class.

	<i>conduit jusqu'en France</i>		
40	<i>Longue histoire 2 : Liam a conduit jusqu'en France</i> <b>Activité 3 : Une interview de Liam</b> <b>Activité 4 : Une fin alternative</b> <b>Interpersonal Writing: Mon voyage à Saint-Pierre</b>	Have students complete <i>Activité 3</i> , <i>Activité 4</i> , and the Interpersonal Writing task on their own. Walk around the room and assist as necessary. If time allows, have students share their email replies for the Interpersonal Writing task.	Assign beforehand. Students log in and go to the page.
-	Exit ticket	Have students click on the Can-Dos and self-assess.	
<b>Friday</b>			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. <b>I can talk about visiting a market.</b> <b>I can use single words and phrases to identify products and practices that reflect perspectives in New Orleans.</b>	
10	<i>Encore ! Encore !</i> <i>Le monde en photos</i> <b>Le marché By</b>	Project the image for the class and talk about what you see, asking simple questions along the way. Then, read the description and continue with questioning, modeling some of your questions off of the speakers questions in the transcript. <b>Tip!</b> You may want to review the rubric as well, and make sure students know how they will be graded.	Project for class.
10	<i>Encore ! Encore !</i> <i>Le monde en photos</i> <b>Le marché By</b>	Next, have students complete the activity. You may want to limit them to one recording for each question – it's up to you.	Assign beforehand. Students log in and go to the page.
20	<i>Encore ! Encore !</i> <i>Panoramas</i> <b>Le cimetière Saint-Vincent de Paul</b>	Project the panorama on the board and have students log in. Do this together as a class, encouraging students to respond in their own ways. If they need more words, give them to them – writing them on the board as they come up. Make sure you are exploring the panorama with them, pointing out things in the picture and then talking about it.	Project for class and have students log in and go to page.
10	<i>Explore le monde francophone</i> <b>Dans ma communauté</b>	Introduce this project to the class. You may want to gather some items on your own to show students as examples and put on your bulletin board to begin the collection. Then ask students to look for evidence of French in their community over the weekend and to bring in that evidence on Monday, including pictures of signs, brochures, menus, and flyers of community events where French is spoken. <b>Tip!</b> You may want to allow students to search in a broader	Project for class.

		area or online if there isn't much French culture and language where you live. Be creative and open to students' own interpretations of this project.	
-	Exit ticket	Have students click on the Can-Dos and self-assess.	

## Week 6

1 Unit = ~6 Weeks, 50-Minute Classes, 5 Days a Week			
Week 6			
Monday			
10-15	<i>Petite histoire 4 : Les frères Thibodeau</i> <b>Questions personnelles</b>	Begin class continuing with the <i>Notre classe, notre histoire</i> routine, but choose a different student from before to interview.	Project for class.
		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. <b>I can give information about myself such as my name, where I am from, and details of a trip I have taken.</b> <b>I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.</b>	
15	<i>Explore le monde francophone</i> <b>Dans ma communauté</b>	Have students "show and tell" the items and other "evidence" they found in their community of French culture and language. As much as is possible, post those items on the bulletin board and encourage students to continue to bring in more evidence throughout the year.	Project for class.
15	<i>Encore ! Encore ! Interviews</i> <i>Qui es-tu ?</i>	Prepare students for the <i>Qui es-tu ?</i> speaking task by asking students their names and how to spell them, where they are from, and where they have visited. Extend the questioning and ask: What did you do and see on the trip? Who did you go with? Did you like the trip?  <b>Tip!</b> When spelling their names, let students refer to <i>L'alphabet</i> in the appendix as is necessary.	Project for class.
10	<i>Encore ! Encore ! Interviews</i> <i>Qui es-tu ?</i>	Have students complete the activity.	Assign beforehand. Students log in and go to the page.
	Exit ticket	Have students click on the Can-Do and self-assess.	
Tuesday			
-		Introduce the Can-Dos at the beginning of class. Write them on the board, project them for the class, or display them on the day's agenda. <b>I can write an original story.</b>	

		<b>I can tell an original story.</b>	
5	<i>Explore le monde francophone</i> <b>L'Alliance Française</b>	Revisit the photos and captions on this page. Connect some of the places with stories you have read during the course of the unit.	Project for class.
15	<i>Explore le monde francophone</i> <b>L'Alliance Française</b>	Have students complete the questions.  <b>Tip!</b> The last question is a survey. If time permits, look at the survey results as a class and ask students why they chose the region they did. This can lead to some good, in-depth discussion.	Assign beforehand. Students log in and go to the page.
30	End-of-Unit Review and Assessment <b>Mon histoire originale !</b> <i>Raconte-nous une histoire originale</i>	Have students create their own story using the target structures. You may wish to assign either writing or telling their original story, or both.	Assign beforehand. Students log in and go to the page(s).
-		When students finish creating their original story, have them illustrate their story using the 4 Panel Comic Page (which you would need to print beforehand) or play games in the Voces Game Center.	Print out blank comic strips beforehand.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Wednesday</b>			
<b>Final Unit Assessment – Option 1</b>			
Please note: If you prefer to assign the IPA as the final unit assessment, see <b>Option 2</b> below.			
-	<i>Le voyage d'une vie : Chapitre 1</i> <b>Nadine découvre ses racines</b>	Introduce the Can-Do at the beginning of class. Write it on the board, project it, or display it on the day's agenda. <b>I can understand a chapter in an ongoing story.</b>  <b>Tip!</b> Remind students that today will be a formal unit assessment and they will be working independently.	
50	<i>Le voyage d'une vie : Chapitre 1</i> <b>Nadine découvre ses racines</b> <b>Activité 1 : Vrai ou faux ?</b> <b>Activité 2 : Questions et réponses</b> <b>Activité 3 : Parle avec Nadine</b>	Have students read the chapter and complete the two activities on their own. You may want to remind students to read slowly and multiple times, if necessary.  <b>Tip!</b> Set the assignment so that students can't submit or record more than one time and can't leave the page once they begin.	Assign beforehand. Students log in and go to the pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Thursday</b>			
<b>Final Unit Assessment – Option 1</b>			

Please note: If you prefer to assign the IPA as the final unit assessment, see <b>Option 2</b> below.			
-		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.</p> <p><b>I can write what I think will happen next in an ongoing story.</b></p> <p><b>I can have a conversation about the results of a DNA ancestry test.</b></p> <p><b>Tip!</b> Remind students that this writing/speaking assignment is also a formal assessment and they will be working independently.</p>	
50	<p><i>Le voyage d'une vie : Chapitre 1 Nadine découvre ses racines</i></p> <p><b>Activité 4 :</b> <i>Qu'est-ce qui va se passer ensuite ?</i></p> <p><b>Interpersonal Speaking: Les résultats de mon test ADN</b></p>	<p>Have students re-read the chapter and complete the two activities on their own. You may want to remind students to read slowly and multiple times, if necessary.</p> <p><b>Tip!</b> Set the assignment so that students can't submit or record more than one time and can't leave the page once they begin.</p>	<p>Assign beforehand. Students log in and go to the pages.</p>
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<p style="text-align: center;"><b>Wednesday</b> <b>Final Unit Assessment – Option 2</b></p> <p style="text-align: center;">Please note: If you prefer to assign <i>Le voyage d'une vie : Chapitre 1</i> as the final unit assessment, see <b>Option 1</b> above.</p>			
-		<p>Introduce the Can-Dos at the beginning of class. Write them on the board, project them, or display them on the day's agenda.</p> <p><b>I can read an infographic about the use of French in the Canadian province of New Brunswick.</b></p> <p><b>I can have a conversation about why the Acadians left Quebec, where they immigrated to, and regions of North America that have been influenced by French culture.</b></p> <p><b>I can write an email about areas in North America influenced by French culture and why I want to go there.</b></p>	
10	<p>Integrated Performance Assessment</p> <p><b>Context</b></p>	<p>You may want to read the context and look at the pictures as a class beforehand, just to get students ready for the tasks ahead.</p> <p><b>Tip!</b> Remind students that this assignment is a formal assessment and they will be working independently.</p>	<p>Assign beforehand. Students log in and go to the page.</p>
40	<p>Integrated Performance Assessment</p> <p><b>Interpretive</b></p>	<p>Assign the tasks ahead of time. Set the assignments so that students can only submit one time and can't leave the page once they begin.</p>	<p>Assign beforehand. Students log in and go to the</p>

	<b>Reading Interpersonal Speaking Presentational Writing</b>		pages.
-	<b>Exit Ticket</b>	Have students click on the Can-Dos and self-assess.	
<b>Thursday</b>			
<b>Final Unit Assessment – Option 2</b>			
Please note: If you prefer to assign <i>Longue histoire 3 : Un premier jour bizarre</i> and the End-of-Unit Assessment as the final unit assessment, see <b>Option 1</b> above.			
-		Remind students of the Can Dos. These are the same as the day before, since they will just be continuing with the Integrated Performance Assessment. <b>I can read an infographic about the use of French in the Canadian province of New Brunswick.</b> <b>I can have a conversation about why the Acadians left Quebec, where they immigrated to, and regions of North America that have been influenced by French culture.</b> <b>I can write an email about areas in North America influenced by French culture and why I want to go there.</b>	
30	Integrated Performance Assessment <b>Interpretive Reading Interpersonal Speaking Presentational Writing</b>	Assign the task ahead of time. Set the assignment so that students can only submit one time and can't leave the page once they begin.	Assign beforehand. Students log in and go to the page.
20	<i>Unité 1 : L'aventure commence</i> <b>Can-Do Checklist</b>	Have students go to the Can-Do Checklist and complete the "Reflections on My Work" section. Students will self-reflect on their learning and create personal goals for their future learning. If time permits, let students share their goals with the class.	Assign beforehand. Have students log in and go to page.
-	<b>Exit Ticket</b>	Have students click on the Can-Do and self-assess.	
<b>Friday</b>			
<b>End of unit wrap-up day!</b>			
We have provided suggestions for what you can do on this final day of the unit. Feel free to pick and choose from these options or do something different!			
	<i>Unité 1 : L'aventure commence</i> <b>Can-Do Checklist</b>	If you didn't do this the day before, have students go to the Can-Do Checklist and complete the "Reflections on My Work" section. Students will self-reflect on their learning and create personal goals for their future learning.	Assign beforehand. Have students log in and go to page.
	<i>Explore le monde francophone</i>  <i>Dans ma communauté</i>	You may want to return to the bulletin board that features evidence of French culture and language in your community and talk in more depth about the pictures and other items posted there. Extend the conversation to ways in which students can engage with French culture and language in other ways, whether online, through travel, in future careers,	Project for class.



		etc.	
	End-of-Unit Review and Assessment <i>Mon histoire originale !</i>	Have students share the original stories they wrote.	
	Voces Game Center	You could also have students play games against each other or as a class!	

### Unit 1 Can-Dos

#### **Interpretive Reading**

- I can understand an article about a historical legend.
- I can understand a story about a trip to New Orleans.
- I can understand a chapter in an ongoing story.
- I can understand a story about a French person living in Chicago.
- I can understand an article about a natural disaster.
- I can read an article about a festival in France that is based on Louisiana's culture and music.
- I can understand a story about the benefits of being bilingual.
- I can understand a story about Acadian history.
- I can understand a story about Cajun and French culture.
- I can understand a story about a surprising trip to France.

#### **Interpretive Listening**

- I can understand some words and phrases and the main idea of a video about the Canadian province of New Brunswick.
- I can understand some of what someone says about a trip they took.

#### **Interpersonal Speaking**

- I can have a conversation about the results of a DNA ancestry test.
- I can talk about visiting a market.
- I can talk about a historical site.

#### **Interpersonal Writing**

- I can write an email about a vacation to Saint Pierre, France.

#### **Presentational Speaking**

- I can tell an original story.
- I can make a voice recording about French cultural experiences during a visit to Chicago.
- I can tell a story about a French person living in Chicago.
- I can tell a story about Cajun and French culture.
- I can retell a story about a surprising trip to France with an alternative ending.
- I can give information about myself such as my name, where I am from, and details of a trip I have taken.

#### **Presentational Writing**

I can write an original story.

I can write a short report about Acadian colonists and their experiences in the New World.

I can write a story about a trip to New Orleans.

I can write a story about Acadian history.

I can continue a story about the benefits of being bilingual.

I can write what I think will happen next in an ongoing story.

### **Intercultural Competencies**

I can use the French language both within and beyond my classroom to interact and collaborate in my community and the globalized world.

I can research the history of a place or group of people and compare it to my own family history.

I can use single words and phrases to identify products and practices that reflect perspectives in New Orleans.

I can use single words and phrases to identify products and practices that reflect perspectives in Quebec.

## **Unit 1 Integrated Performance Assessment Can-Dos**

### **Interpretive Reading**

I can read an infographic about the use of French in the Canadian province of New Brunswick.

### **Interpersonal Speaking**

I can have a conversation about why the Acadians left Quebec, where they immigrated to, and regions of North America that have been influenced by French culture.

### **Presentational Writing**

I can write an email about areas in North America influenced by French culture and why I want to go there.