Name of Course: French 1 Middle School

Grade Level(s): 7 and 8 (half each)

Unit 1

Estimated Instructional Time:
15 classes

PA Academic Standards:

Communication: Communicate in Languages Other Than English
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

Comparisons: Develop Insight into the Nature of Language and Culture
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World
Standard 5.1: Students use the language both within and beyond the school setting.
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Anchors/Eligible Content (as appropriate):
N/A

Unit (Strand) Objectives:
greet someone
leave someone
thank someone
introduce yourself
introduce someone else
ask someone’s name
tell someone’s name
give telephone numbers
restate information

Enabling Objectives:

Lesson A

Master
- greeting someone
- introducing yourself
- introducing someone else
- asking someone’s name
- telling someone’s name

Explore
- common French name
**Lesson B**

**Master**
- introducing yourself
- greeting someone
- leaving someone
- thanking someone
- giving telephone numbers
- alphabet
- numbers 0-20

**Text/Resource Materials:**
- C'est à Toi – level 1 textbook
- C'est à Toi – Teacher CD ROM
- C'est à Toi – Transparencies
- C'est à Toi – Videos/video activities
- C'est à Toi – DVD/tapes – audio activities
- C'est à Toi – lesson quiz booklet
- C'est à Toi – unit test booklet
- C'est à Toi – additional grammar and vocabulary activities booklet
- C'est à Toi – portfolio assessment booklet
- C'est à Toi – student workbook
- C'est à Toi – Middle School Resource materials

**Activities:**
- create original greetings dialogs
- perform dialogs in class
- Venn diagram USA customs vs. French customs for greetings
- use French titles of respect daily in class
- select and use French names daily in class
- research where last names come from
- use numbers 0-20 in classroom use
- create classroom phone book (fake French numbers) and use for speaking practice
- math worksheets corrected orally in French
- recognize the number and put a shape around it activity (also intros shapes)
- “Bouleversez le chariot” with numbers
- numbers and math flashcards
- alphabet song
- alphabet flashcards
- spelling in French
- accent marks practice

**Assessment:** *Include both formative and summative*
- Lesson A, B quizzes
- Unit test
- Projects
- In-class activities
- Oral interactions/verbal assessment-questions and answers
- Writing assignments/essays
- Listening comprehension activities

**Extensions/Enhancements:**
- extra research on cultural topics using links provided by teacher
- activities based on students’ needs and interests

**Remediation/Modifications:**
- Teacher-student tutoring
- Peer-peer tutoring
- Extra practice assignments额外/extra activities to take home
- Internet practice available for all students with computers
**Name of Course:** French 1 Middle School

**Grade Level(s):** 7 and 8 (half each)

**Unit 2**

**Estimated Instructional Time:**
40 classes

**PA Academic Standards:**

**Communication:** Communicate in Languages Other Than English
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
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Standard 1.3: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.

**Cultures:** Gain Knowledge and Understanding of Other Cultures
Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
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**Connections:** Connect with Other Disciplines and Acquire Information
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.

**Comparisons:** Develop Insight into the Nature of Language and Culture
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

**Communities:** Participate in Multilingual Communities at Home and Around the World
Standard 5.1: Students use the language both within and beyond the school setting.
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Anchors/Eligible Content (as appropriate):**
N/A

**Unit (Strand) Objectives:**
express likes and dislikes
agree and disagree
give opinions
task for information
invite
refuse an invitation

**Enabling Objectives:**

**Lesson A:**

**Master**
- refusing an invitation
- agreeing and disagreeing
- regular -er verbs in present tense (conjugation)
- subject pronouns
- the concept of *tu vs. vous*

**Develop**
- expressing likes and dislikes
- asking for information
- inviting
<table>
<thead>
<tr>
<th>Explore</th>
<th>Develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>• vocabulary of activities and sports</td>
<td>• expressing likes and dislikes</td>
</tr>
<tr>
<td>• cognates</td>
<td>• asking for information</td>
</tr>
<tr>
<td>• school culture in France</td>
<td></td>
</tr>
<tr>
<td>• movies in France</td>
<td></td>
</tr>
<tr>
<td>• unpronounced consonants</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson B:**

**Master**
- agreeing and disagreeing

**Develop**
- expressing likes and dislikes
- asking for information

**Explore**
- adverbs of degree
- vocabulary of activities and sports
- hobbies, music, driving, and *le Tour de France*
- position of adverbs

**Lesson C:**

**Develop**
- asking for information
- expressing likes and dislikes
- giving opinions
- inviting

**Explore**
- vocabulary of activities and sports
- sports culture in France
- use of *ne...pas*
- reading strategies: context, cognates, guessing

**Text/Resource Materials:**
- C’est à Toi – level 1 textbook
- C’est à Toi – Teacher CD ROM
- C’est à Toi – Transparencies
- C’est à Toi – Videos/ video activities
- C’est à Toi – DVD/tapes – audio activities
- C’est à Toi – lesson quiz booklet
- C’est à Toi – unit test booklet
- C’est à Toi – additional grammar and vocabulary activities booklet
- C’est à Toi – portfolio assessment booklet
- C’est à Toi – student workbook
- C’est à Toi – Middle School Resource materials

**Activities:**
- talk about likes and dislikes using text vocab (all 3 lessons)
- Venn diagram on cultural differences between USA and France in regards to the school day
cognate search
- subject pronoun identification practice
- subject pronoun flashcards
- *vous vs. tu* situation cards
  - *-er* verb conjugation notes
  - *-er* verb conjugation magnet cards
  - *-er* verb sentence making dice and cards game
- where does the adverb go activity
- music in the French culture discussion (who do you know)
- making sentences negative - vrai ou faux about you sentence activity
- create a master list in notes of *-er* verbs as we meet them
**Assessment: Include both formative and summative**
Lesson A, B, C quizzes
Unit test
Projects
In-class activities
Oral interactions/verbal assessment-questions and answers
Writing assignments/essays
Listening comprehension activities

**Extensions/Enhancements:**
extra research on cultural topics using links provided by teacher
activities based on students’ needs and interests

**Remediation/Modifications:**
Teacher-student tutoring
Peer-peer tutoring
Extra practice assignments/extra activities to take home
Internet practice available for all students with computers
**Name of Course:** French 1 Middle School  

**Grade Level(s):** 7 and 8 (half each)  

**Unit 3**  

**Estimated Instructional Time:**  
35 classes  

**PA Academic Standards:**  

*Communication:* Communicate in Languages Other Than English  
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.  
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Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.  
Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.  

*Connections:* Connect with Other Disciplines and Acquire Information  
Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.  
Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are available only through the foreign language and its cultures.  

*Comparisons:* Develop Insight into the Nature of Language and Culture  
Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.  
Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.  

*Communities:* Participate in Multilingual Communities at Home and Around the World  
Standard 5.1: Students use the language both within and beyond the school setting.  
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.  

**Anchors/Eligible Content (as appropriate):**  
N/A  

**Unit (Strand) Objectives:**  
invite  
accept and refuse  
an invitation  
order food and beverages  
ask for a price  
state prices  
ask what time it is  
tell time on the hour  
ask how someone is  
tell how you are  

**Enabling Objectives:**  

*Lesson A:*  

**Master**  
- asking how someone is  
- telling how you are  
- asking what time it is  
- telling time on the hour  
- accepting and refusing an invitation
### Develop
- inviting
- telling time on the hour

### Explore
- eating customs
- the verb *aller* in present tense
- the sounds [a] and [i]

### Lesson B:

#### Develop
- ordering food and beverages

#### Explore/Develop
- an understanding of gender of nouns
- indefinite articles

#### Explore
- vocabulary of common foods and beverages
  - *le boulevard St. Michel*
- foods and beverages associated with France

### Lesson C:

#### Master
- asking for a price
- stating prices
- numbers to 100

#### Develop
- recognizing cognates

#### Explore/Develop
- definite articles

#### Explore
- money
- menus and related vocabulary
- making plurals of nouns

### Text/Resource Materials:
- *C'est à Toi* – level 1 textbook
- *C'est à Toi* – Teacher CD ROM
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- *C'est à Toi* – DVD/tapes – audio activities
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- *C'est à Toi* – portfolio assessment booklet
- *C'est à Toi* – student workbook
- *C'est à Toi* – Middle School Resource materials

### Activities:
- make and use paper plate clocks
- practice time throughout class time
- Venn diagram of restaurants in USA and France, eating habits and food
- food chapter culture research competition
- *aller* – go where you want to – learn some place vocabulary and send people to places with positive or negative sentences
- food flashcards
- food triazzle puzzle
- restaurant skits
- menu project
- what’s on my plate paper plate activity
- using *un/e* as an indefinite articles showing gender-clues to gender exercise
- French food research project
<table>
<thead>
<tr>
<th>number card activity</th>
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<tbody>
<tr>
<td>definite article vs. indefinite article explanation activity</td>
</tr>
<tr>
<td>Plural it! competition</td>
</tr>
</tbody>
</table>

**Assessment: Include both formative and summative**
- Lesson A, B, C quizzes
- Unit test
- Projects
- In-class activities
- Oral interactions/verbal assessment-questions and answers
- Writing assignments/essays
- Listening comprehension activities

**Extensions/Enhancements:**
- extra research on cultural topics using links provided by teacher
- activities based on students’ needs and interests

**Remediation/Modifications:**
- Teacher-student tutoring
- Peer-peer tutoring
- Extra practice assignments/extra activities to take home
- Internet practice available for all students with computers
**Name of Course:** French 1 Middle School

**Grade Level(s):** 7 and 8 (half each)

**Unit 4**

**Estimated Instructional Time:**
30 classes

**PA Academic Standards:**

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Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

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*Comparisons:* Develop Insight into the Nature of Language and Culture

Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

*Communities:* Participate in Multilingual Communities at Home and Around the World

Standard 5.1: Students use the language both within and beyond the school setting.

Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Anchors/Eligible Content (as appropriate):**

N/A

**Unit (Strand) Objectives:**

- express need
- ask what something is
- identify objects
- tell location
- ask for information
- give information
- agree and disagree
- express emotions
- describe daily routines
- invite
- state exact time

**Enabling Objectives**

*Lesson A:*

**Master**

- asking what something is
- the verb *avoir* in present tense

**Develop/Master**

- classroom vocabulary and expressions
<table>
<thead>
<tr>
<th><strong>Develop</strong></th>
<th><strong>Explore</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>asking for information</td>
<td>expressing emotions</td>
</tr>
<tr>
<td>telling location</td>
<td>expressing need</td>
</tr>
<tr>
<td>identifying objects</td>
<td>common prepositions</td>
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<td></td>
<td>school in France</td>
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<td></td>
<td>expressions with <em>avoir</em></td>
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<tr>
<td></td>
<td>pronunciation of [y] and [u]</td>
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</tbody>
</table>

**Lesson B:**

<table>
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<tr>
<th><strong>Master</strong></th>
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<th><strong>Explore</strong></th>
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</thead>
<tbody>
<tr>
<td>days of the week</td>
<td>agreeing and disagreeing</td>
<td>expressing emotions</td>
</tr>
<tr>
<td>numbers 100-1000</td>
<td>asking for information</td>
<td>describing daily routines</td>
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<td></td>
<td>giving information</td>
<td>school subject vocabulary</td>
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<td></td>
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<td>slang expressions</td>
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<td>French calendar</td>
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<td>school subjects</td>
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<td>school in Canada</td>
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<td></td>
<td></td>
<td>secondary school in France</td>
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</table>

**Lesson C:**

<table>
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<th><strong>Master</strong></th>
<th><strong>Develop</strong></th>
<th><strong>Explore</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>stating exact time</td>
<td>inviting</td>
<td>24 hour clock</td>
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<tr>
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<td></td>
<td>time of day expressions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>context clues in reading</td>
</tr>
</tbody>
</table>

**Text/Resource Materials:**

- C'est à Toi – level 1 textbook
- C'est à Toi – Teacher CD ROM
- C'est à Toi – Transparencies
- C'est à Toi – Videos/ video activities
- C'est à Toi – DVD/tapes – audio activities
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- C'est à Toi – unit test booklet
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- C'est à Toi – portfolio assessment booklet
- C'est à Toi – student workbook
- C'est à Toi – Middle School Resource materials

**Activities:**

- classroom object illustration with lettered labels on the side
- classroom labeling activity
- classroom object triazzle
- classroom object races
use classroom object names in class
preposition sentences about classroom drawings
preposition cat cards activity
preposition practice with pen, pencil, book, and notebook placement
Ou est (an object)?
What do you have to declare? Classroom objects, possessions, and avoir
create the ideal class schedule for yourself and a classmate
share your current schedule
big numbers card team competition
-ir verbs like finir
create a list in notes to add –ir verbs we encounter
-ir verb magnet cards
What do you choose? Pronouns, names, and food…positive or negative
Venn Diagram of school in USA and France
practice time with paper plate clocks

| Assessment: Include both formative and summative |
| Lesson A, B, C quizzes |
| Unit test |
| Projects |
| In-class activities |
| Oral interactions/verbal assessment-questions and answers |
| Writing assignments/essays |
| Listening comprehension activities |

| Extensions/Enhancements: |
| extra research on cultural topics using links provided by teacher |
| activities based on students’ needs and interests |

| Remediation/Modifications: |
| Teacher-student tutoring |
| Peer-peer tutoring |
| Extra practice assignments extra activities to take home |
| Internet practice available for all students with computers |
**Name of Course:** French 1 Middle School

**Grade Level(s):** 7 and 8 (half each)

**Unit 5**

**Estimated Instructional Time:**
30 classes

**PA Academic Standards:**

*Communications: Communicate in Languages Other Than English*
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
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*Communities: Participate in Multilingual Communities at Home and Around the World*
Standard 5.1: Students use the language both within and beyond the school setting.
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

**Anchors/Eligible Content (as appropriate):**
N/A

**Unit (Strand) Objectives:**
- ask for information
- give information
- explain something
- point out family members
- describe physical traits
- describe character
- express emotions
- ask and tell how old someone is
- ask and tell what the date is
- tell when someone’s birthday is
- tell location
Enabling Objectives:

**Lesson A:**

**Master**
- pointing out family members
- asking and telling how old someone is

**Develop**
- asking for information
- giving information
- describing physical traits
- family vocabulary

**Explore**
- describing physical traits (eye and hair color)
- describing age
- proverbs
- the prefix *beau-* with family members
- possessive adjectives
- *avoir* expressions
- liaison

**Lesson B:**

**Master**
- asking and telling what the date is
- pointing out family members
- vocabulary of giving dates
- present tense of *être*
- giving dates

**Develop**
- telling location
- vocabulary of pets

**Explore**
- numbers above 1000
- Nantes
- Guadeloupe and Martinique
- the metric system
- vacations in France
- pets in France
- French families

**Lesson C:**

**Master**
- telling when someone’s birthday is

**Develop**
- explaining something
- describing character

**Explore**
- expressing emotions
- and develop agreement of adjectives
- cultural viewpoint in reading

**Text/Resource Materials:**

C’est à Toi – level 1 textbook
C’est à Toi – Teacher CD ROM
C’est à Toi – Transparencies
C’est à Toi – Videos/video activities
C’est à Toi – DVD/tapes – audio activities
C’est à Toi – lesson quiz booklet
C’est à Toi – unit test booklet
C’est à Toi – additional grammar and vocabulary activities booklet
**Activities:**
- family tree project
- family relations game (my brother’s brother)
- family tree oral presentation with one member description
- describing classmates
- possession packet with overhead images
- keeping the date and weather board in the classroom, changed daily
- pet show and tell (imaginary if don’t have one)
- birthday guessing game
- French pets posters (the good life)
- Venn diagram on families
- description roulette…positive or negative sentences with être and adjectives

**Assessment:** *Include both formative and summative*
- Lesson A, B, C quizzes
- Unit test
- Projects
- In-class activities
- Oral interactions/verbal assessment-questions and answers
- Writing assignments/essays
- Listening comprehension activities

**Extensions/Enhancements:**
- extra research on cultural topics using links provided by teacher
- activities based on students’ needs and interests

**Remediation/Modifications:**
- Teacher-student tutoring
- Peer-peer tutoring
- Extra practice assignments extra activities to take home
- Internet practice available for all students with computers
Name of Course: French 1 Middle School

Grade Level(s): 7 and 8 (half each)

Unit 6

Estimated Instructional Time:
30 classes

PA Academic Standards:

Communication: Communicate in Languages Other Than English
Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
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Communities: Participate in Multilingual Communities at Home and Around the World
Standard 5.1: Students use the language both within and beyond the school setting.
Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Anchors/Eligible Content (as appropriate):
N/A

Unit (Strand) Objectives:
identify nationalities
ask and tell where
someone is from
identify professions
ask for information
give information
explain something
invite
express emotions

Enabling Objectives:

Lesson A:
Master
• giving birthdays

Develop
• asking for information
• asking and telling where someone is from
• identifying nationalities
• vocabulary of countries and nationalities
### Explore
- **Tours**
- travel with in Europe
- present tense of *venir*
- *de* + definite articles
- forming questions
- intonation

### Lesson B:
**Develop**
- asking for information
- giving information
- explaining something

**Explore**
- identifying professions
- vocabulary of professions
- working in France
- indefinite articles in negative sentences
- the interrogative adjective *quel*
- *'est vs. il/elle est*
- France and its neighboring countries

### Lesson C:
**Develop**
- giving information
- inviting
- vocabulary of weather and seasons

**Explore**
- expressing emotions
- the Celsius scale
- use of bicycles and mopeds in France
- the present tense of the verb *faire*
- forming questions with inversion
- skimming and predicting in reading

### Text/Resource Materials:
- C'est à Toi – level 1 textbook
- C'est à Toi – Teacher CD ROM
- C'est à Toi – Transparencies
- C'est à Toi – Videos/ video activities
- C'est à Toi – DVD/tapes – audio activities
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- C'est à Toi – additional grammar and vocabulary activities booklet
- C'est à Toi – portfolio assessment booklet
- C'est à Toi – student workbook
- C'est à Toi – Middle School Resource materials

### Activities:
- nationality roulette
- talk about heritage of students
- ask yes/no questions to solve a riddle
- profession flashcards
- Venn diagram working life
- J'ai, je n'ai pas to practice indefinite articles in negative sentences
- mini research on regions of France
- build France giant regions puzzle
- keep weather board daily in classroom
- weather reports
- seasonal babies and the weather when they were born
<table>
<thead>
<tr>
<th>faire/commander/finir with food to review and practice verbs inversion pattern practice</th>
</tr>
</thead>
</table>

**Assessment:** *Include both formative and summative*
- Lesson A, B, C quizzes
- Unit test
- Projects
- In-class activities
- Oral interactions/verbal assessment-questions and answers
- Writing assignments/essays
- Listening comprehension activities

**Extensions/Enhancements:**
- extra research on cultural topics using links provided by teacher activities based on students’ needs and interests

**Remediation/Modifications:**
- Teacher-student tutoring
- Peer-peer tutoring
- Extra practice assignments/extra activities to take home
- Internet practice available for all students with computers