

Introductory French

Pacing Guide

Welcome to Introductory French!

Introductory French is your students' first exposure to the exciting experience of learning a second language! Designed with middle schoolers in mind, Introductory French lays a solid foundation for more in-depth study of the French language in high school courses. Through thematic vocabulary lists, objective-oriented activities, native speaker examples, and engaging instructional videos, students will learn the basic vocabulary they need to interact with people in their new language. Lively photos, cultural notes, stunning panoramas, and comprehensible authentic resources will take your students on a virtual tour of the places, people, and practices of the francophone world.

What's in a chapter?

Introductory French has a wide range of grammatical, interpersonal, cultural, and kinesthetic components to keep your students actively engaged as they learn about the French language and francophone cultures. Here's what you will find in Introductory French with some ideas for how to use them:

Introduction & Vocabulaire These two sections are the “heart” of the chapter. While they will be the primary focus of the first day of instruction, you will want to spend some time over the next several days reviewing these concepts with your students. You may even wish to break this content into smaller, more manageable chunks that correspond to each day's learning objective and present each subset one day at a time.

Vidéo This 1- to 2-minute video brings the chapter vocabulary to life with lively images and real-life context.

Exemples These short conversations are recorded by native French speakers to give your students examples of how to use the chapter vocabulary in context. While you can simply play each *Exemple* for your students to listen to, you can get more out of these valuable resources by having students re-enact them with a partner. You can even ask some of your more adventurous students to perform the *Exemples* for the class!

Note culturelle This section explores a facet of francophone culture that relates to the chapter theme. Take advantage of this compelling information to engage your students in a lively discussion before assigning the included comprehension questions.

Parlons un peu Each chapter comes with three or more discussion prompts to get your students conversing in the target language. These prompts are interspersed throughout the chapter to support specific language objectives.

Activités Each chapter includes 10 activities that you can use for formative assessment. These activities are typically spread out over five days of instruction and are tied to the daily performance objectives.

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Panorama This captivating image gives your students a 360° glimpse into the francophone world. Follow-up activities prompt your students to interact with the image and apply chapter vocabulary to a relevant situation that could occur at that location.

French with Mr. Innes These videos, created by YouTuber and educator James Innes, present the chapter vocabulary in a zany, engaging way. With fun additional segments such as “Song of the Day” and “Fun French Fact of the Day,” your students will take an even closer look at French culture as they delve into their language study. Each video comes with a comprehensive set of follow-up activities, but you can also choose to play the videos as stand-alone content.

Documents authentiques Each chapter includes two or three authentic resources to help your students see the interplay between language and culture. From songs to infographics to narrated videos and even television shows, the *Documents authentiques* are sure to help your students appreciate the “real world” applications of their learning.

Questions personnelles These three questions encourage students to use the chapter vocabulary to talk about themselves. Using the convenient Voces student recording tool, you can listen to each student’s responses and assign a speaking grade.

Compétence, Épreuve, and Examen Each chapter in Introductory French has three assessments. The *Compétence* and *Épreuve* are short formative assessments that you can use to check on your students’ progress, and the *Examen* is a longer summative assessment to be used at the end of the chapter.

Game Center Located in the top toolbar, the Game Center gives your students opportunities to review chapter vocabulary through play. Students can choose to play alone or with a partner in games such as Match, Round Up, and Flash Card Challenge, or you can engage the whole class in a spirited Blooket game.

Vocabulary Games and Activities Middle school students have a unique need for movement and social interaction. You can meet this need and further your students’ learning with our convenient guide located in the Introduction section of the course. You can match these games to the chapter vocabulary you think they are best suited for. Keep a rotation of these activities as you progress through the chapters to preserve novelty and interest in your classroom.

Pacing Your Course

The Introductory French pacing guide is driven by ACTFL-inspired Can-Do statements, so you can be sure that your students are on track for success with every lesson. We recommend posting each day’s Can-Do statements prominently in your classroom and building them into your class-opening routines to impart a sense of purpose and direction upon your students.

Since each teaching situation can be as unique as the students in the classroom, we offer two instructional profiles to choose from to meet your individual needs:

- The **deep diver** profile is designed for a full year course of four nine-week marking periods with 40- to 50-minute class periods. In this model, students spend the first week

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building a background of language structures and vocabulary so that they can use them in cultural and conversational contexts the second week. Each chapter will take approximately two weeks (typically between 8 to 11 school days) to complete.

- The **surface skimmer** profile is designed for students on an exploratory rotation of an 18-week semester. In this model, students study the language and culture simultaneously to get a brief yet insightful look into the francophone world. Each chapter will take approximately one week (five days) to complete.

If your teaching situation does not match one of these profiles, Introductory French is easily adaptable and fully customizable, so you can take this course and make it your own. If you are short on time, you can omit sections or shorten activities using the Voces Editor. You can also divide this course over multiple years using either of the above models as a guide and completing fewer chapters each year. If you have extra time, either during a class period or within the school year, you can use the Voces Editor to supplement existing activities or build your own activities. You can also take a more expansive look at francophone culture using the *Découverte Culturelle* at the end of the course directory.

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<i>Chapitre 1 : Les salutations</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can recognize basic greetings vocabulary.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can respond to an introduction or basic greeting.	Review <i>Vocabulaire</i> <i>Vidéo : Les salutations</i> <i>Parlons un peu 1</i> <i>Activité 3</i> <i>Documents authentiques</i> - <i>Les salutations sans contact</i>
3	➤ I can recognize the correct greeting in formal and informal situations.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Activités 4-5</i> Vocab game (from Introduction section)
4	➤ I can greet someone appropriately in formal and informal situations.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 2</i> <i>Activités 6-7</i> Play a game in the Game Center
5	➤ I can respond appropriately to an introduction or basic greeting.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Parlons un peu 3</i> <i>Activités 8-10</i>
6	➤ I can understand what is meant by <i>la francophonie</i> and list places where French is spoken.	<i>Note culturelle</i> Class Blooket competition <i>Compétence</i>
7	➤ I can recognize the global impact of the French language.	French with Mr. Innes: French Around the World <i>Panorama</i> - <i>Visitons Paris!</i>

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8	➤ I can identify social practices associated with greetings, introductions, and leave-taking.	<i>Documents authentiques</i> - <i>On se fait la bise ?</i> <i>Questions personnelles</i> <i>Épreuve</i>
9	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i> Review Can-Do Checklist

Chapitre 1 : Les salutations		
Surface Skimmer		
Day	Objectives	Activities
1	➤ I can recognize basic greetings vocabulary. ➤ I can respond to an introduction or basic greeting.	<i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 3</i> Play a game in the Game Center
2	➤ I can recognize the correct greeting in formal and informal situations. ➤ I can greet someone appropriately in formal and informal situations.	Review <i>Vocabulaire</i> <i>Vidéo : Les salutations</i> <i>Exemple 1</i> <i>Activité 4, Activité 6</i> <i>Documents authentiques</i> - <i>Les salutations sans contact</i>
3	➤ I can introduce myself and ask how someone is. ➤ I can respond appropriately to an introduction or basic greeting.	Review <i>Vocabulaire</i> <i>Exemples 2-3</i> <i>Parlons un peu</i> (choose 1-3 activities as time permits) <i>Activité 8</i>
4	➤ I can understand what is meant by <i>la francophonie</i> and list places where French is spoken.	Review <i>Vocabulaire</i> <i>Note culturelle</i> <i>Questions personnelles</i> <i>Panorama</i> - <i>Visitons Paris !</i>
5	➤ I can recognize the global impact of the French language. ➤ I can identify social practices associated with greetings, introductions, and leave-taking.	French with Mr. Innes: French Around the World (video only) <i>Documents authentiques</i> - <i>On se fait la bise ?</i> <i>Compétence and/or Épreuve</i>

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<i>Chapitre 2 : L'alphabet</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can identify the French letters.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can introduce myself and spell my name aloud.	Review <i>Vocabulaire</i> <i>Vidéo : L'alphabet</i> <i>Activités 3-4</i> Vocab game (from Introduction section)
3	➤ I can recognize the French letter sounds.	Review <i>Vocabulaire</i> <i>Exemple</i> <i>Parlons un peu 2</i> <i>Activités 5-6</i> Play a game in the Game Center
4	➤ I can use the French alphabet to spell known vocabulary.	Review <i>Vocabulaire</i> <i>Parlons un peu 3</i> <i>Activités 7-8</i> Play a game in the Game Center
5	➤ I can identify French words by listening to their spelling.	Review <i>Vocabulaire</i> <i>Parlons un peu 1, 4</i> <i>Panorama</i> - <i>Strasbourg : siège international</i> <i>Activités 9-10</i>
6	➤ I can use some slang abbreviations to communicate a short message through text or social media.	<i>Note culturelle</i> <i>Questions personnelles</i> Chapter review Blooket competition <i>Compétence</i>
7	➤ I can recognize familiar vocabulary when it is used in a song.	<i>Document authentique</i> - <i>La chanson de l'alphabet</i> <i>Épreuve</i> Review Work Summary

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8	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i> Review Can-Do Checklist
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Chapitre 2 : L'alphabet		
Surface Skimmer		
Day	Objective	Activities
1	➤ I can identify the French letters. ➤ I can introduce myself and spell my name aloud.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 4</i> Play a game in the Game Center
2	➤ I can spell my name aloud. ➤ I can recognize the French letter sounds.	Review <i>Vocabulaire</i> <i>Vidéo : L'alphabet</i> <i>Exemple</i> <i>Parlons un peu 1-2</i> <i>Activité 6</i>
3	➤ I can use some slang abbreviations to communicate a short message through text or social media. ➤ I can hear a word spelled and write down the letters.	Review <i>Vocabulaire</i> <i>Note culturelle</i> <i>Parlons un peu 3-4</i> <i>Panorama</i>
4	➤ I can use the French alphabet to spell known vocabulary. ➤ I can identify French words by listening to their spelling.	Review <i>Vocabulaire</i> <i>Activités 8-9</i> <i>Questions personnelles</i> Vocab game (from Introduction section) or a class Blooket competition
5	➤ I can recognize familiar vocabulary when it is used in a song. ➤ Assessment	<i>Document authentique</i> - <i>La chanson de l'alphabet</i> <i>Compétence and/or Épreuve</i>

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<i>Chapitre 3 : Les nombres et l'heure</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can recognize numbers.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can represent written French numbers with numerals.	Review <i>Vocabulaire</i> <i>Vidéo : Les nombres et l'heure</i> <i>Activité 3</i> Vocab game (from Introduction section)
3	➤ I can identify the next number in a sequence.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Activités 4-5</i> Play a game in the Game Center
4	➤ I can say my telephone number.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Activités 6-8</i>
5	➤ I can tell time.	Review <i>Vocabulaire</i> <i>Parlons un peu 2</i> <i>Activités 9-10</i> Class Blooket competition
6	➤ I can consider how French-speaking people think about time.	<i>Note culturelle</i> <i>Panorama</i> - <i>Une rencontre à Genève !</i> <i>Compétence</i>
7	➤ I can ask and answer questions about the time.	<i>Parlons un peu 3</i> <i>Questions personnelles</i> <i>Documents authentiques</i> - <i>La Roue de la Fortune !</i>
8	➤ I can understand when people tell me their ages.	French with Mr. Innes: Greetings and Introductions <i>Parlons un peu 1</i>

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9	➤ I can recognize telephone numbers in an announcement.	<i>Documents authentiques</i> - <i>Les numéros d'appel d'urgence</i> <i>Épreuve</i> Review Can-Do Checklist
10	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i> Review Work Summary

Chapitre 3 : Les nombres et l'heure

Surface Skimmer

Day	Objective	Activities
1	➤ I can recognize numbers. ➤ I can represent written French numbers with numerals.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 3</i> Play a game in the Game Center
2	➤ I can identify the next number in a sequence. ➤ I can say my telephone number.	Review <i>Vocabulaire</i> <i>Vidéo : Les nombres et l'heure</i> <i>Activité 4, Activité 8</i> <i>Panorama</i> - <i>Une rencontre à Genève !</i>
3	➤ I can ask and answer questions about time. ➤ I can tell time.	Review <i>Vocabulaire</i> <i>Exemples</i> <i>Parlons un peu 2-3</i> <i>Activité 9</i> Vocab game (from Introduction section) as time permits
4	➤ I can understand when people tell me their ages.	French with Mr. Innes: Greetings and Introductions (video only) <i>Parlons un peu 1</i> <i>Questions personnelles</i> Class Blooket competition
5	➤ I can consider how French-speaking people think about time. ➤ I can recognize telephone numbers in an announcement.	Review <i>Vocabulaire</i> <i>Note culturelle</i> <i>Documents authentiques</i> - <i>Les numéros d'appel d'urgence</i> <i>Compétence and/or Épreuve</i>

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<i>Chapitre 4 : Les jours, les mois et le temps</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can identify the next month within a sequence. ➤ I can identify a month or season when given the weather.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can use memorized words and phrases to describe the weather.	Review <i>Vocabulaire</i> <i>Vidéo : Les jours, les mois et le temps</i> <i>Activité 3</i> Vocab game (from Introduction section)
3	➤ I can answer questions about the days of the week. ➤ I can talk about the date and weather.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 1</i> <i>Activités 4-5</i> Play a game in the Game Center
4	➤ I can use memorized words and phrases to write about the weather throughout the year.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 2</i> <i>Activités 6-7</i>
5	➤ I can use memorized words and phrases to write a short weather forecast.	Review <i>Vocabulaire</i> <i>Parlons un peu 3</i> <i>Activités 8-10</i> Play a game in the Game Center
6	➤ I can explain how the climate varies across France and its overseas territories.	<i>Note culturelle</i> <i>Compétence</i> Class Blooket competition
7	➤ I can understand a weather report.	<i>Documents authentiques</i> - <i>La météo en France</i> <i>Questions personnelles</i>
8	➤ I can interpret a French weather map.	French with Mr. Innes: Weather <i>Panorama</i> - <i>En vacances à Tahiti !</i>
9	➤ I can recognize a city name and symbols on a weather forecast.	<i>Documents authentiques</i> - <i>Quel temps fait-il à Grenoble ?</i> <i>Épreuve</i>

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10	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i> Review Work Summary
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Chapitre 4 : Les jours, les mois et le temps		
Surface Skimmer		
Day	Objective	Activities
1	➤ I can identify a month or season when given the weather. ➤ I can use memorized words and phrases to describe the weather.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 2-3</i> Play a game in the Game Center
2	➤ I can answer questions about the days of the week. ➤ I can talk about the date and weather.	Review <i>Vocabulaire</i> <i>Vidéo : Les jours, les mois et le temps</i> <i>Parlons un peu 1</i> <i>Activités 4-5</i> <i>Panorama</i> - <i>En vacances à Tahiti !</i>
3	➤ I can use memorized words and phrases to give a simple weather forecast. ➤ I can use memorized words and phrases to write a short weather forecast.	Review <i>Vocabulaire</i> <i>Exemples (one or both)</i> <i>Parlons un peu 2-3</i> <i>Activité 8</i>
4	➤ I can explain how the climate varies across France and its overseas territories.	Review <i>Vocabulaire</i> <i>Note culturelle</i> <i>Questions personnelles</i> Class Blooket competition
5	➤ I can interpret a French weather map. ➤ I can recognize a city name and symbols on a weather forecast.	French with Mr. Innes: Weather (video only) <i>Documents authentiques</i> - <i>Quel temps fait-il à Grenoble ?</i> <i>Compétence and/or Épreuve</i>

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<i>Chapitre 5 : Les vêtements</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can identify common clothing items.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can indicate the gender and/or number of a noun with the definite article.	Review <i>Vocabulaire</i> <i>Vidéo : Les vêtements</i> <i>Activité 3</i> Vocab game (from Introduction section)
3	➤ I can choose the correct clothing to wear given various situations.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 2</i> <i>Activités 4-5</i> Play a game in the Game Center
4	➤ I can talk about what I am wearing.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 1</i> <i>Activités 6-7</i>
5	➤ I can write about what someone is wearing.	Review <i>Vocabulaire</i> <i>Parlons un peu 3</i> <i>Activités 8-10</i>
6	➤ I can identify some traditional practices for dressing in France and Senegal.	<i>Note culturelle</i> Class Blooket competition <i>Compétence</i>
7	➤ I can recognize essential items in a packing list.	<i>Documents authentiques</i> - <i>Packing list pour Stockholm</i> <i>Questions personnelles</i> <i>Panorama</i> - <i>L'art de la rue !</i>
8	➤ I can use basic vocabulary to describe what I am wearing.	French with Mr. Innes: Clothing

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9	➤ I can recognize familiar vocabulary discussed in a video.	<i>Documents authentiques</i> - <i>Vêtements pour la rentrée scolaire !</i> <i>Questions personnelles</i> <i>Épreuve</i>
10	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i> Can-Do Checklist

Chapitre 5 : Les vêtements		
Surface Skimmer		
Day	Objective	Activities
1	➤ I can identify common clothing items. ➤ I can indicate the gender and/or number of a noun with the definite article.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 3</i> Play a game in the Game Center
2	➤ I can choose the correct clothing to wear given various situations. ➤ I can talk about what I am wearing.	Review <i>Vocabulaire</i> <i>Vidéo : Les vêtements</i> <i>Exemple 1</i> <i>Parlons un peu 2</i> <i>Activité 4, Activité 7</i>
3	➤ I can ask, "What are you wearing?"	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 1,3</i> <i>Activité 10</i>
4	➤ I can identify some traditional practices for dressing in France and Senegal.	<i>Note culturelle</i> <i>Questions personnelles</i> <i>Panorama</i> - <i>L'art de la rue !</i> Class Blooket competition
5	➤ I can recognize essential items in a packing list. ➤ Assessment	<i>Documents authentiques</i> (one or both) - <i>Vêtements pour la rentrée scolaire !</i> - <i>Packing list pour Stockholm</i> <i>Compétence and/or Épreuve</i>

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<i>Chapitre 6 : Les parties du corps</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can classify body parts based on location or function.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can identify parts of the body given a description of their location or use. ➤ I can match parts of the body with an image.	Review <i>Vocabulaire</i> <i>Vidéo : Les parties du corps</i> <i>Activités 3-4</i> Vocab game (from Introduction section)
3	➤ I can identify uses for several parts of the body. ➤ I can write a description about a body.	Review <i>Vocabulaire</i> <i>Parlons un peu 2</i> <i>Activités 5-6</i> Play a game in the Game Center
4	➤ I can use memorized words and phrases to ask simple questions about someone's feelings and health.	Review <i>Vocabulaire</i> <i>Exemples</i> <i>Activités 7-8</i> Class Blooket competition
5	➤ I can understand when someone tells me what is wrong. ➤ I can describe my health.	Review <i>Vocabulaire</i> <i>Documents authentiques</i> - <i>Malade !</i> <i>Activités 9-10</i>
6	➤ I can understand the main ideas of an infographic. ➤ I can ask "What hurts?" and "What's wrong?"	<i>Documents authentiques</i> - <i>Les symptômes de la grippe</i> <i>Parlons un peu 1, 3</i> <i>Questions personnelles</i>
7	➤ I can describe different healthcare practices in the francophone world.	<i>Note culturelle</i> <i>Panorama</i> - <i>La jeunesse du village !</i> <i>Compétence</i>
8	➤ I can describe human anatomy using numbers and body parts.	French with Mr. Innes: Body Parts <i>Épreuve</i>

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10	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i>
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Chapitre 6 : Les parties du corps		
Surface Skimmer		
Day	Objective	Activities
1	➤ I can classify body parts based on location or function. ➤ I can identify parts of the body given a description of their location or use.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 3</i> <i>Parlons un peu 2</i>
2	➤ I can identify uses for several parts of the body. ➤ I can write a description about a body.	Review <i>Vocabulaire</i> <i>Vidéo : Les parties du corps</i> <i>Activités 5-6</i> Play a game in the Game Center
3	➤ I can ask “What hurts?” and “What’s wrong?” ➤ I can use memorized words and phrases to ask simple questions about someone’s feelings and health.	Review <i>Vocabulaire</i> <i>Exemples</i> <i>Parlons un peu 1,3</i> <i>Documents authentiques</i> - <i>Malade !</i> <i>Activité 8</i>
4	➤ I can describe different healthcare practices in the francophone world.	<i>Note culturelle</i> <i>Questions personnelles</i> <i>Panorama</i> - <i>La jeunesse du village !</i> Class Blooket competition
5	➤ I can describe human anatomy using numbers and body parts. ➤ I can understand the main ideas of an infographic.	French with Mr. Innes: Body Parts (video only) <i>Documents authentiques</i> - <i>Les symptômes de la grippe</i> <i>Compétence and/or Épreuve</i>

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<i>Chapitre 7 : La description</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can differentiate between the forms of <i>être</i>. ➤ I can differentiate between masculine and feminine word endings.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can recognize basic descriptive adjectives.	Review <i>Vocabulaire</i> <i>Vidéo : La description</i> <i>Activité 3</i> Vocab game (from Introduction section)
3	➤ I can differentiate between singular and plural word endings. ➤ I can identify colors.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 1</i> <i>Activités 4-5</i> Play a game in the Game Center
4	➤ I can write short sentences to describe someone's physical attributes and/or personality.	Review <i>Vocabulaire</i> <i>Activités 6-7</i> Play a game in the Game Center
5	➤ I can understand and answer questions about colors.	Review <i>Vocabulaire</i> <i>Parlons un peu 2</i> <i>Documents authentiques</i> - <i>Apprendre les couleurs !</i> <i>Activité 8</i>
6	➤ I can use memorized words and phrases to describe people's personalities and physical attributes.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 3</i> <i>Activités 9-10</i> Class Blooket competition
7	➤ I can identify some musicians, as well as their styles and contributions.	<i>Note culturelle</i> <i>Compétence</i> <i>Panorama</i> - <i>Un festival de jazz !</i>
8	➤ I can identify and describe familiar people using memorized words and phrases.	French with Mr. Innes: French Adjectives <i>Questions personnelles</i>

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9	➤ I can identify familiar words when they are presented in an infographic.	<i>Documents authentiques</i> - <i>De quelle couleur est votre personnalité ?</i> <i>Épreuve</i>
10	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i> Can-Do Checklist

<i>Chapitre 7 : La description</i>		
Surface Skimmer		
Day	Objective	Activities
1	➤ I can differentiate between the forms of <i>être</i>. ➤ I can recognize basic descriptive adjectives.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 3</i> Play a game in the Game Center
2	➤ I can differentiate between masculine and feminine word endings. ➤ I can differentiate between singular and plural word endings.	Review <i>Vocabulaire/Introduction</i> <i>Vidéo : La description</i> <i>Exemple 1</i> <i>Parlons un peu 1</i> <i>Activité 2, Activité 4</i>
3	➤ I can identify colors. ➤ I can recognize familiar vocabulary in a video.	Review <i>Vocabulaire</i> <i>Parlons un peu 2</i> <i>Activités 5-6</i> <i>Documents authentiques</i> - <i>Apprendre les couleurs !</i>
4	➤ I can use memorized words and phrases to describe myself. ➤ I can write short sentences to describe someone's physical attributes and/or personality.	<i>Exemple 2</i> <i>Parlons un peu 1,3</i> <i>Activité 7, Activité 10</i> <i>Panorama</i> - <i>Un festival de jazz !</i>
5	➤ I can identify some musicians, as well as their styles and contributions.	Review <i>Vocabulaire</i> <i>Note culturelle</i> <i>Questions personnelles</i> Class Blooket competition

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6	➤ I can identify and describe familiar people using memorized words and phrases. ➤ I can identify familiar words when they are presented in an infographic.	French with Mr. Innes: French Adjectives (video only) <i>Documents authentiques</i> - <i>De quelle couleur est votre personnalité ?</i> <i>Compétence and/or Épreuve</i>
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<i>Chapitre 8 : Ce que j'aime</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can write short statements about my likes and dislikes.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can identify the correct definite article to use in a sentence.	Review <i>Vocabulaire</i> <i>Vidéo : Ce que j'aime</i> <i>Parlons un peu 1</i> <i>Activité 3</i> Vocab game (from Introduction section)
3	➤ I can understand short written statements about familiar topics.	Review <i>Vocabulaire</i> <i>Documents authentiques</i> - <i>Étudier ou Netflix ?</i> <i>Exemple 1</i> <i>Parlons un peu 2</i> <i>Activités 4-5</i> Play a game in the Game Center
4	➤ I can list a few activities that I do and do not like.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 3</i> <i>Activités 6-7</i> <i>Compétence</i>
5	➤ I can write about things that I and others do and do not like.	Review <i>Vocabulaire</i> <i>Documents authentiques</i> - <i>Tu aimes le café ?</i> <i>Activités 8-10</i> Class Blooket competition
6	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i> Can-Do Checklist

Chapitre 8 : Ce que j'aime

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Surface Skimmer		
Day	Objective	Activities
1	➤ I can write short statements about my likes and dislikes. ➤ I can identify the correct definite article to use in a sentence.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 3</i> Play a game in the Game Center
2	➤ I can understand short written statements about familiar topics. ➤ I can list a few activities that I do and do not like.	Review <i>Vocabulaire</i> <i>Vidéo : Ce que j'aime</i> <i>Activité 5, Activité 7</i> <i>Panorama</i>
3	➤ I can ask others about what they like and dislike. ➤ I can write about things that I and others do and do not like.	Review <i>Vocabulaire</i> <i>Exemples</i> <i>Parlons un peu</i> (choose 1-3 activities as time permits) <i>Activité 8</i>
4	➤ I can understand the main idea of a meme.	<i>Questions personnelles</i> <i>Documents authentiques</i> - <i>Étudier ou Netflix ?</i> - <i>Tu aimes le café ?</i> Vocab game (from Introduction section)
5	➤ I can identify examples of entertainment and well-known entertainers from French-speaking countries.	<i>Note culturelle</i> Class Blooket competition <i>Compétence and/or Épreuve</i>

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<i>Chapitre 9 : Les sports et les passe-temps</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can identify several sports.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Parlons un peu 1</i> <i>Activités 1-2</i>
2	➤ I can identify several musical instruments.	Review <i>Vocabulaire</i> French with Mr. Innes: Musical Instruments <i>Activité 3</i> Play a game in the Game Center
3	➤ I can identify a leisure activity given the ideal conditions for engaging in it.	Review <i>Vocabulaire</i> <i>Vidéo : Les sports et les passe-temps</i> <i>Exemple 1</i> <i>Activité 4</i> Vocab game (from Introduction section)
4	➤ I can identify the best place to engage in sports and pastimes.	Review <i>Vocabulaire</i> <i>Activités 5-6</i> <i>Documents authentiques</i> - <i>C'est quoi, les Jeux olympiques ?</i> Play a game in the Game Center
5	➤ I can list my favorite leisure activities.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 2</i> <i>Activités 7-8</i>
6	➤ I can describe where I like to go in my free time. ➤ I can identify the ideal setting and weather for leisure activities.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Parlons un peu 3</i> <i>Activités 9-10</i> Class Blooket competition
7	➤ I can identify how people use their free time and why.	<i>Note culturelle</i> <i>Compétence</i> <i>Panorama</i> - <i>Un train dans les Alpes</i>
8	➤ I can say what sport I play.	French with Mr. Innes: French Sport

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9	➤ I can recognize the dates of major sporting events.	<i>Documents authentiques</i> - <i>Calendrier des Jeux olympiques</i> <i>Questions personnelles</i> <i>Épreuve</i>
10	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i>

Chapitre 9 : Les sports et les passe-temps		
Surface Skimmer		
Day	Objective	Activities
1	➤ I can identify several sports. ➤ I can identify several musical instruments.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 3</i> Play a game in the Game Center
2	➤ I can identify a leisure activity given the ideal conditions for engaging in it.	Review <i>Vocabulaire</i> <i>Vidéo : Les sports et les passe-temps</i> <i>Exemple 1</i> <i>Activité 4</i> <i>Panorama</i> - <i>Un train dans les Alpes</i>
3	➤ I can list my favorite leisure activities.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 2</i> <i>Activité 8</i> <i>Documents authentiques</i> - <i>C'est quoi, les Jeux olympiques ?</i>
4	➤ I can describe where I like to go in my free time. ➤ I can identify the ideal setting and weather for leisure activities.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Parlons un peu 3</i> <i>Activités 9-10</i>
5	➤ I can describe which sport or instrument I play. ➤ I can identify how people use their free time and why.	French with Mr. Innes (choose 1 video; video only) <i>Note culturelle</i> <i>Questions personnelles</i>

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6	➤ I can recognize the dates of major sporting events.	<i>Documents authentiques</i> - <i>Calendrier des Jeux olympiques</i> <i>Compétence and/or Épreuve</i>
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Chapitre 10 : Les fêtes		
Deep Diver		
Day	Objective	Activities
1	➤ I can recognize some cultural holiday words.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-3</i> Play a game in the Game Center
2	➤ I can recognize holiday vocabulary and identify the occasion it pertains to.	Review <i>Vocabulaire</i> <i>Vidéo : Les fêtes</i> <i>Activités 4-5</i> Play a game in the Game Center
3	➤ I can identify some common practices associated with holidays.	Review <i>Vocabulaire</i> <i>Parlons un peu 2</i> <i>Activités 6-7</i> Vocab game (from Introduction section)
4	➤ I can use memorized words and phrases to describe various francophone holidays and celebrations.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 3</i> <i>Activité 8</i>
5	➤ I can describe things that are typically present at a holiday celebration.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Documents authentiques</i> - <i>Qui portera la couronne ?</i> <i>Activité 9</i> Play a game in the Game Center
6	➤ I can use memorized words and phrases to identify and describe my favorite holiday.	Review <i>Vocabulaire</i> <i>Parlons un peu 1</i> <i>Activité 10</i> Class Blooket competition

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7	➤ I can identify how people celebrate national holidays or festivals.	<i>Note culturelle</i> <i>Compétence</i>
8	➤ I can recognize products associated with a cultural celebration.	French with Mr. Innes: French Christmas <i>Documents authentiques</i> - <i>Marché de Noël</i>
9	➤ I can recognize familiar words from an informational video.	<i>Documents authentiques</i> - <i>Noël en France</i> <i>Panorama</i> - <i>C'est la fête !</i> <i>Questions personnelles</i>
10	➤ I can identify the products used in celebrating national holidays or festivals.	French with Mr. Innes: Mardi gras <i>Épreuve</i>
11	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i>

Chapitre 10 : Les fêtes		
Surface Skimmer		
Day	Objective	Activities
1	➤ I can recognize some cultural holiday words.	<i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-3</i> French with Mr. Innes: Mardi gras (video only) Play a game in the Game Center
2	➤ I can recognize holiday vocabulary and identify the occasion it pertains to.	Review <i>Vocabulaire</i> <i>Vidéo : Les fêtes</i> <i>Documents authentiques</i> (choose one) - <i>Qui portera la couronne ?</i> - <i>Marché de Noël</i> <i>Activités 5-6</i> Play a game in the Game Center
3	➤ I can identify some common practices associated with holidays.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 2</i> <i>Activités 7-8</i>

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4	➤ I can describe things that are typically present at a holiday celebration.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 3</i> <i>Activité 9</i>
5	➤ I can ask and answer basic questions about someone's favorite holiday. ➤ I can use memorized words and phrases to identify and describe my favorite holiday.	Review <i>Vocabulaire</i> <i>Parlons un peu 1</i> <i>Activité 10</i> Vocab game (from Introduction section) or class Blooket competition
6	➤ I can identify how people celebrate national holidays or festivals.	French with Mr. Innes: French Christmas (video only) <i>Note culturelle</i> <i>Panorama</i> - <i>C'est la fête !</i>
7	➤ I can recognize familiar words from an informational video.	<i>Documents authentiques</i> (one or both) - <i>Marché de Noël</i> - <i>Noël en France</i> <i>Compétence</i> and/or <i>Épreuve</i>

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<i>Chapitre 11 : La nourriture et les repas</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can recognize food vocabulary.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2, Activité 6</i> Play a game in the Game Center
2	➤ I can recognize French food shops.	Review <i>Vocabulaire</i> <i>Vidéo : La nourriture et les repas</i> <i>Exemple 2</i> <i>Activité 3</i> Play a game in the Game Center
3	➤ I can recognize a list of foods and identify what type of food the items are.	Review <i>Vocabulaire</i> <i>Documents authentiques</i> - <i>La pyramide alimentaire</i> <i>Activités 4-5</i>
4	➤ I can use memorized words and phrases to order a meal.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 1</i> <i>Activité 7, Activité 10</i> Play a game in the Game Center
5	➤ I can express my food preferences.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Parlons un peu 2</i> <i>Activité 8</i> Vocab game (from Introduction section)
6	➤ I can make a list of foods and drinks that I consume.	Review <i>Vocabulaire</i> <i>Parlons un peu 3</i> <i>Activité 9</i> Class Blookit competition
7	➤ I can identify how, what, and why people eat what they do.	<i>Note culturelle</i> <i>Questions personnelles</i> <i>Compétence</i>

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8	➤ I can list what I eat for lunch.	French with Mr. Innes: Lunch Food <i>Panorama</i> - <i>Le Bistrot de Lyon</i>
9	➤ I can identify foods on a menu.	<i>Documents authentiques</i> - <i>Restaurant scolaire</i> <i>Épreuve</i>
10	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i>

Chapitre 11 : La nourriture et les repas

Surface Skimmer

Day	Objective	Activities
1	➤ I can recognize food vocabulary.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activité 2, Activité 6</i> Play a game in the Game Center
2	➤ I can recognize French food shops.	Review <i>Vocabulaire</i> <i>Vidéo : La nourriture et les repas</i> <i>Exemple 2</i> <i>Activité 3</i> Play a game in the Game Center
3	➤ I can recognize a list of foods and identify what type of food the items are. ➤ I can express my food preferences.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Parlons un peu 2</i> <i>Activité 5, Activité 8</i>
4	➤ I can use memorized words and phrases to order a meal.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 1, 3</i> <i>Activité 7, Activité 10</i> Class Blooket competition
5	➤ I can identify how, what, and why people eat what they do.	<i>Note culturelle</i> <i>Questions personnelles</i> <i>Panorama</i> - <i>Le Bistrot de Lyon</i>

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6	➤ I can list what I eat for lunch. ➤ I can identify foods on a menu.	French with Mr. Innes: Lunch Food (video only) <i>Documents authentiques</i> - <i>Restaurant scolaire</i> <i>Compétence and/or Épreuve</i>
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<i>Chapitre 12 : La famille</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can identify family relationships.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can recognize how family members are related to each other.	Review <i>Vocabulaire</i> <i>Vidéo : La famille</i> <i>Activité 3</i> Vocab game (from Introduction section)
3	➤ I can recognize masculine and feminine words.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Activités 4-5</i> <i>Documents authentiques</i> - <i>Ma famille</i>
4	➤ I can describe the physical attributes and personality traits of my family members.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Activités 6-7</i> Play a game in the Game Center
5	➤ I can identify and describe the members of my family.	Review <i>Vocabulaire</i> <i>Activités 8-10</i> Class Blooket competition
6	➤ I can identify whom people consider to be part of their family.	<i>Note culturelle</i> <i>Compétence</i> <i>Panorama</i> - <i>Les feux d'artifice à Montréal !</i>
7	➤ I can interpret familial relationships in a family tree.	<i>Documents authentiques</i> - <i>Les ancêtres franco-canadiens de Madonna</i> <i>Exemple 3</i> <i>Parlons un peu 2</i> <i>Questions personnelles</i>

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8	➤ I can identify members of a family who represent different generations and genders.	French with Mr. Innes: Family <i>Épreuve</i>
9	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i> Can-Do Checklist

Chapitre 12 : La famille		
Surface Skimmer		
Day	Objective	Activities
1	➤ I can identify family relationships. ➤ I can recognize how family members are related to each other.	<i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 3</i> Play a game in the Game Center
2	➤ I can recognize masculine and feminine words.	Review <i>Vocabulaire</i> <i>Vidéo : La famille</i> <i>Exemple 1</i> <i>Activité 5</i> Vocab game (from Introduction section) or Blooket
3	➤ I can identify and describe the members of my family.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Parlons un peu 1, 3</i> <i>Activité 7, Activité 10</i>
4	➤ I can identify whom people consider to be part of their family.	<i>Note culturelle</i> <i>Questions personnelles</i> <i>Panorama</i> - <i>Les feux d'artifice à Montréal !</i>
5	➤ I can interpret familial relationships in a family tree.	<i>Documents authentiques</i> - <i>Les ancêtres franco-canadiens de Madonna</i> <i>Exemple 2</i> <i>Parlons un peu 2</i>

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6	➤ I can identify members of a family who represent different generations and genders.	French with Mr. Innes: Family (video only) <i>Compétence and/or Épreuve</i>
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<i>Chapitre 13 : La maison</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can recognize rooms and furniture vocabulary. ➤ I can classify furniture items according to the rooms where they are located.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can write a list of furniture in a room.	Review <i>Vocabulaire</i> <i>Vidéo : La maison</i> <i>Documents authentiques</i> - <i>Apprendre le vocabulaire de la maison</i> <i>Activité 3</i>
3	➤ I can use memorized words and phrases to describe the rooms and items in my house or apartment.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 1</i> <i>Activités 4-5</i> Play a game in the Game Center
4	➤ I can describe where items are located throughout the home.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Activités 6-8</i> Vocab game (from Introduction section)
5	➤ I can interpret the most important information in a real estate listing. ➤ I can write a real estate ad.	Review <i>Vocabulaire</i> <i>Parlons un peu 2</i> <i>Documents authentiques</i> - <i>Un appartement en France !</i> <i>Activité 9</i>
6	➤ I can give a complete description of my current home and the home of my dreams.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Parlons un peu 3</i> <i>Activité 10</i> Class Blooket competition
7	➤ I can identify different types of housing and what they represent to people.	<i>Note culturelle</i> <i>Compétence</i>

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8	➤ I can recognize familiar furniture items and rooms discussed on a house tour.	<i>Documents authentiques</i> - <i>Une visite de la maison</i> <i>Panorama</i> - <i>Le Hameau de la Reine</i> <i>Questions personnelles</i>
9	➤ I can welcome someone into my home.	French with Mr. Innes: Tour of the house <i>Épreuve</i>
10	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i> Can-Do Checklist

Chapitre 13 : La maison

Surface Skimmer

Day	Objective	Activities
1	➤ I can recognize rooms and furniture vocabulary. ➤ I can classify furniture items according to the rooms where they are located.	<i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> <i>Documents authentiques</i> - <i>Apprendre le vocabulaire de la maison</i>
2	➤ I can write a list of furniture in a room. ➤ I can use memorized words and phrases to describe the rooms and items in my house or apartment.	Review <i>Vocabulaire</i> <i>Vidéo : La maison</i> <i>Activités 3-4</i> <i>Panorama</i> - <i>Le Hameau de la Reine</i> Play a game in the Game Center
3	➤ I can describe where items are located throughout the home. ➤ I can say what rooms I have in my house or apartment.	Review <i>Vocabulaire</i> <i>Exemples 1-2</i> <i>Parlons un peu 1</i> <i>Activité 6, Activité 8</i>
4	➤ I can interpret the most important information in a real estate listing. ➤ I can write a real estate ad.	Review <i>Vocabulaire</i> <i>Documents authentiques</i> - <i>Un appartement en France !</i> <i>Parlons un peu 2</i> <i>Activité 9</i>

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5	➤ I can give a complete description of my current home and the home of my dreams.	<i>Exemple 3</i> <i>Parlons un peu 3</i> <i>Activité 10</i> Class Blooket competition
6	➤ I can identify different types of housing and what they represent to people.	French with Mr. Innes: Tour of the House (video only) <i>Note culturelle</i> <i>Questions personnelles</i>
7	➤ I can recognize familiar furniture items and rooms discussed on a house tour.	<i>Documents authentiques</i> - <i>Une visite de la maison</i> <i>Compétence and/or Épreuve</i>

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Chapitre 14 : En ville et les métiers

Deep Diver

Day	Objective	Activities
1	➤ I can recognize professions and town vocabulary.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can recognize and categorize vocabulary about transportation, people, and places.	Review <i>Vocabulaire</i> <i>Vidéo : En ville et les métiers</i> <i>Activités 3-4</i> Vocab game (from Introduction section)
3	➤ I can describe different methods I use to get around.	French with Mr. Innes: Transport <i>Exemple 3</i> <i>Parlons un peu 3</i>
4	➤ I can understand a simple job description and identify the accompanying profession.	Review <i>Vocabulaire</i> <i>Documents authentiques</i> - <i>Apprendre les métiers en français !</i> <i>Exemple 2</i> <i>Parlons un peu 1</i> <i>Activité 5</i>
5	➤ I can name common activities for places in the city.	Review <i>Vocabulaire</i> <i>Activités 6-7</i> Class Blooket competition
6	➤ I can give simple directions around town. ➤ I can ask for directions.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 2</i> <i>Activités 8-10</i>
7	➤ I can identify how people travel from one place to another and why they choose to travel this way.	<i>Note culturelle</i> <i>Compétence</i> <i>Panorama</i> - <i>La gare du Nord, Paris</i>
8	➤ I can locate places of interest and available public transportation on a map.	<i>Documents authentiques</i> - <i>Un plan de ville</i> <i>Questions personnelles</i>

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9	➤ I can identify some locations or stores by their signs or appearance.	French with Mr. Innes: French Buildings Around Town <i>Épreuve</i>
10	➤ Assessment	<i>Examen</i> Can-Do Checklist

Chapitre 14 : En ville et les métiers

Surface Skimmer

Day	Objective	Activities
1	➤ I can recognize professions and town vocabulary. ➤ I can recognize and categorize vocabulary about transportation, people, and places.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Vidéo : En ville et les métiers</i> <i>Activité 1, Activité 3</i>
2	➤ I can describe different methods I use to get around. ➤ I can identify how people travel from one place to another and why they choose to travel this way.	French with Mr. Innes: Transport (video only) <i>Exemple 3</i> <i>Parlons un peu 3</i> <i>Note culturelle</i>
3	➤ I can understand a simple job description and identify the accompanying profession.	<i>Documents authentiques</i> - <i>Apprendre les métiers en français !</i> <i>Exemple 2</i> <i>Parlons un peu 1</i> <i>Activité 5</i>
4	➤ I can identify some locations or stores by their signs or appearance. ➤ I can name common activities for places in the city.	Review <i>Vocabulaire</i> French with Mr. Innes: French Buildings Around Town (video only) <i>Exemple 1</i> <i>Activité 7</i>
5	➤ I can give simple directions around town. ➤ I can ask for directions.	Review <i>Vocabulaire</i> <i>Parlons un peu 2</i> <i>Activités 8-9</i> <i>Panorama</i> - <i>La gare du Nord, Paris</i>

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6	➤ I can identify how people travel from one place to another and why they choose to travel this way.	<i>Note culturelle</i> <i>Questions personnelles</i> <i>Compétence and/or Épreuve</i>
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Chapitre 15 : Les animaux		
Deep Diver		
Day	Objective	Activities
1	➤ I can recognize animal vocabulary.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can identify my favorite animals based on pictures I see.	French with Mr. Innes: Pets <i>Parlons un peu 1</i> <i>Activité 3</i>
3	➤ I can identify an animal after reading its description.	Review <i>Vocabulaire</i> <i>Vidéo : Les animaux</i> <i>Exemple 1</i> <i>Activités 4-5</i>
4	➤ I can write simple descriptions about animals.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Activités 6-7</i> Vocab game (from Introduction section)
5	➤ I can describe my ideal pet.	Review <i>Vocabulaire</i> <i>Exemple 2</i> <i>Parlons un peu 3</i> <i>Activité 8</i> Play a game in the Game Center
6	➤ I can ask and answer simple questions about animals and having pets.	Review <i>Vocabulaire</i> <i>Documents authentiques</i> - <i>Dans la ferme de Mathurin !</i> <i>Activités 9-10</i> <i>Questions personnelles</i>

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7	➤ I can identify how geography and location affect common wildlife in a territory.	<i>Note culturelle</i> <i>Compétence</i> Class Blooket competition
8	➤ I can locate animal exhibits of interest on a map of a pedagogical farm.	<i>Documents authentiques</i> - <i>Le plan du domaine de Ouezy</i> <i>Panorama</i> - <i>Le musée d'Orsay</i> <i>Épreuve</i>
9	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i>

Chapitre 15 : Les animaux

Surface Skimmer

Day	Objective	Activities
1	➤ I can recognize animal vocabulary. ➤ I can identify some animals.	<i>Introduction</i> <i>Vocabulaire</i> French with Mr. Innes: Pets (video only) <i>Parlons un peu 1</i> <i>Activités 1-2</i>
2	➤ I can identify an animal after reading its description.	Review <i>Vocabulaire</i> <i>Vidéo : Les animaux</i> <i>Exemple 1</i> <i>Activité 4</i> <i>Panorama</i> - <i>Le musée d'Orsay</i>
3	➤ I can write simple descriptions about animals. ➤ I can locate animal exhibits of interest on a map of a pedagogical farm.	<i>Exemples 2-3</i> <i>Parlons un peu 2</i> <i>Activité 6</i> <i>Documents authentiques</i> - <i>Le plan du domaine de Ouezy</i>
4	➤ I can describe my ideal pet. ➤ I can ask and answer simple questions about animals and having pets.	Review <i>Vocabulaire</i> <i>Parlons un peu 3</i> <i>Activités 8-9</i> <i>Questions personnelles</i>

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5	➤ I can identify how geography and location affect common wildlife in a territory. ➤ Assessment	<i>Note culturelle</i> <i>Compétence and/or Épreuve</i>
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Introductory French Pacing Guide

<i>Chapitre 16 : L'école</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can recognize school supply vocabulary.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center
2	➤ I can identify some school supplies.	Review <i>Vocabulaire</i> <i>Vidéo : L'école</i> <i>Parlons un peu 3</i> <i>Activité 3</i> Vocab game (from Introduction section)
3	➤ I can list the necessary school supplies when given a class.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Activités 4-5</i> Play a game in the Game Center
4	➤ I can list the items in my backpack.	Review <i>Vocabulaire</i> <i>Activités 6-7</i> <i>Panorama</i> - <i>Une école au Sénégal</i> <i>Compétence</i>
5	➤ I can describe my classroom.	Review <i>Vocabulaire</i> <i>Exemples 2-3</i> <i>Parlons un peu 2</i> <i>Activité 8</i> Class Blooket competition
6	➤ I can compare school supplies lists for different grade levels.	<i>Documents authentiques</i> - <i>La chasse aux fournitures scolaires</i> <i>Parlons un peu 1</i> <i>Activité 9</i>

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7	➤ I can identify levels of schooling and grading policies and how they reflect the culture. ➤ I can list a few differences between schools in a francophone country and schools where I live.	<i>Note culturelle</i> <i>Activité 10</i> <i>Questions personnelles</i>
8	➤ I can recognize familiar school supplies in a list. ➤ I can label school supplies based on pictures I see.	<i>Documents authentiques</i> - <i>La rentrée scolaire</i> French with Mr. Innes: Stationery Part 1 (comprehension activities as time permits)
9	➤ I can identify which school supplies required for class I do not have.	French with Mr. Innes: Stationery Part 2 (comprehension activities as time permits) <i>Épreuve</i>
10	➤ Assessment	<i>Liste de vocabulaire</i> <i>Examen</i>

<i>Chapitre 16 : L'école</i>		
Surface Skimmer		
Day	Objective	Activities
1	➤ I can recognize school supply vocabulary. ➤ I can identify some school supplies.	<i>Introduction</i> <i>Vocabulaire</i> <i>Activité 1, Activité 3</i> <i>Parlons un peu 3</i> Play a game in the Game Center
2	➤ I can list the necessary school supplies when given a class.	Review <i>Vocabulaire</i> <i>Vidéo : L'école</i> <i>Exemples 1-2</i> <i>Activité 5</i> Play a game in the Game Center
3	➤ I can list the items in my backpack. ➤ I can describe my classroom.	French with Mr. Innes: French Stationery (either video, video only) <i>Exemple 3</i> <i>Activité 6, Activité 8</i> <i>Parlons un peu 2</i>

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4	➤ I can compare school supplies lists for different grade levels.	<i>Parlons un peu 1</i> <i>Activité 9</i> <i>Questions personnelles</i> <i>Panorama</i> - <i>La chasse aux fournitures scolaires</i>
5	➤ I can identify levels of schooling and grading policies and how they reflect the culture. ➤ I can list a few differences between schools in a francophone country and schools where I live.	<i>Note culturelle</i> <i>Activité 10</i> <i>Compétence and/or Épreuve</i>

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<i>Chapitre 17 : Les sentiments et les émotions</i>		
Deep Diver		
Day	Objective	Activities
1	➤ I can recognize emotions vocabulary.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Vidéo : Les sentiments et les émotions</i> <i>Parlons un peu 2</i> <i>Activité 1</i>
2	➤ I can describe how different people feel in various situations.	Review <i>Vocabulaire</i> <i>Parlons un peu 1</i> <i>Activités 2-3</i> Vocab game (from Introduction section)
3	➤ I can identify a few differences between the usage of <i>être</i> and <i>avoir</i> .	Review <i>Vocabulaire</i> <i>Documents authentiques</i> - <i>Louis a peur</i> <i>Exemple 2</i> <i>Activités 4-5</i> Play a game in the Game Center
4	➤ I can identify how I would feel in different situations.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 3</i> <i>Activités 6-7</i> Play a game in the Game Center
5	➤ I can say how I feel in varying situations.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Activités 8-10</i> Class Blooket competition
6	➤ I can match feelings of varying intensity to a supporting visual.	<i>Documents authentiques</i> - <i>L'intensité de l'émotion</i> <i>Panorama</i> - <i>Le parc de la Chute-Montmorency, Québec</i> <i>Questions personnelles</i>
7	➤ I can compare common practices in France to those of my home culture.	<i>Note culturelle</i> <i>Compétence</i>

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8	➤ Assessment	Work Summary <i>Liste de vocabulaire</i> Chapter review Blooket competition <i>Épreuve</i>
9	➤ Assessment	<i>Examen</i> Can-Do Checklist

Chapitre 17 : Les sentiments et les émotions

Surface Skimmer

Day	Objective	Activities
1	➤ I can recognize emotions vocabulary. ➤ I can describe how different people feel in various situations.	Can-Do Pre-Assessment <i>Introduction</i> <i>Vocabulaire</i> <i>Vidéo : Les sentiments et les émotions</i> <i>Parlons un peu 2</i> <i>Activité 1, Activité 3</i>
2	➤ I can identify a few differences between the usage of <i>être</i> and <i>avoir</i>.	Review <i>Vocabulaire</i> <i>Documents authentiques</i> - <i>Louis a peur</i> <i>Exemple 2</i> <i>Parlons un peu 1</i> <i>Activité 4</i>
3	➤ I can identify how I would feel in different situations.	Review <i>Vocabulaire</i> <i>Exemple 1</i> <i>Parlons un peu 3</i> <i>Activités 6-7</i> <i>Panorama</i> - <i>Le parc de la Chute-Montmorency, Québec</i>
4	➤ I can say how I feel in varying situations. ➤ I can match feelings of varying intensity to a supporting visual.	Review <i>Vocabulaire</i> <i>Exemple 3</i> <i>Activité 8</i> <i>Documents authentiques</i> - <i>L'intensité de l'émotion</i>
5	➤ I can compare common practices in France to those of my home culture.	<i>Note culturelle</i> <i>Questions personnelles</i> <i>Compétence and/or Épreuve</i>

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<i>Chapitre 18 : Introduction à la grammaire¹</i>		
Day	Objective	Activities
1	➤ I can recognize regular high-frequency verbs.	Can-Do Pre-Assessment <i>Vocabulaire</i> <i>Activités 1-2</i> Play a game in the Game Center Vocab game (from Introduction section)
2	➤ I can recognize verb conjugations and match them to the appropriate subject pronouns.	Review <i>Vocabulaire</i> <i>Introduction</i> <i>Activité 3</i> <i>Document authentique</i> - <i>Un concert !</i> <i>Compétence</i>
3	➤ I can conjugate regular present tense verbs.	<i>Grammaire</i> <i>Vidéo : Introduction à la grammaire</i> <i>Activités 4-5</i> Play a game in the Game Center
4	➤ I can understand what people are doing by reading statements with conjugated verbs.	Review <i>Grammaire</i> <i>Activités 6-7</i> <i>Questions personnelles</i> Class Blooket competition
5	➤ I can use regular verbs to describe what people are doing.	Review <i>Grammaire</i> <i>Exemple</i> <i>Activités 8-10</i> <i>Épreuve</i>
6	➤ Assessment	<i>Liste de vocabulaire</i> <i>Parlons un peu</i> <i>Examen</i>

¹ Chapter 18 does not feature separate profiles.