

Day 1	Day 2	Day 3	Day 4
<p>Biblical Principle: The Lord created each of us different. We are each fearfully and wonderfully made.</p> <p>Objective(s): TSW identify Rennes n a map. TSW outdoor activities in French. TSW correctly conjugate irregular verbs in French.</p> <p>Procedures:</p> <p>CORE INSTRUCTION</p> <p>Warm-Up</p> <ul style="list-style-type: none"> (1 min.) Ask students if they have heard of Rennes. <p>Géoculture</p> <ul style="list-style-type: none"> (10 min.) Discuss the location of Rennes. What can students speculate about the political and economic significance of this city? (10 min.) Go over the photos and captions, pp. 152–153, with students. (5 min.) Do Map Activities, p. 152. (10 min.) Discuss Background Information, p. 152. (1 min.) Complete Géo-quiz, p. 153. (3 min.) Show the Géoculture video <p>Wrap-Up</p> <ul style="list-style-type: none"> (10 min.) Have students answer Questions, p. 153. 	<p>Biblical Principle: The Lord created each of us different. We are each fearfully and wonderfully made.</p> <p>Objective(s): TSW correctly pronounce ‘re verbs in French</p> <p>TSW identify highlights of Rennes in French.</p> <p>Procedures:</p> <p>CORE INSTRUCTION</p> <p>Warm-Up</p> <ul style="list-style-type: none"> (3 min.) Bell Work 5.1, p. 158. <p>Vocabulaire à l’œuvre 1</p> <ul style="list-style-type: none"> (5 min.) Present Flash culture, p. 160. (10 min.) Present Exprimons-nous!, p. 160. See Teaching Exprimons-nous!, p. 160. (15 min.) Have students do Activities 4–5, p. 161. <p>Grammaire à l’œuvre 1</p> <ul style="list-style-type: none"> (10 min.) Present <i>Reflexive verbs</i> and En anglais, p. 162. (5 min.) Have students do Activity 6, p. 162. <p>Wrap-Up</p> <ul style="list-style-type: none"> (2 min.) Attention!, p. 162. 	<p>Biblical Principle: The Lord created each of us different. We are each fearfully and wonderfully made.</p> <p>Objective(s): TSW outdoor activities they take part in in French. TSW compare and contras French and American ideas of student involvement in Sports.</p> <p>Procedures:</p> <p>CORE INSTRUCTION</p> <p>Warm-Up</p> <ul style="list-style-type: none"> (2 min.) Bell Work 5.2, p. 162. <p>Assessment</p> <ul style="list-style-type: none"> (5 min.) Review Vocabulaire à l’œuvre 1, pp. 158–161. (20 min.) Give Quiz: Vocabulaire 1. <p>Grammaire à l’œuvre 1</p> <ul style="list-style-type: none"> (5 min.) Show Grammavision 1.1, <i>DVD Tutor</i> (Disc 1). (5 min.) Activity 7, p. 163. (10 min.) Have students do Activities 8–10, p. 163. <p>Wrap-Up</p> <ul style="list-style-type: none"> (3 min.) Ask for volunteers to present their questions and answers for Activity 10, p. 163. 	<p>Biblical Principle: The Lord created each of us different. We are each fearfully and wonderfully made.</p> <p>Objective(s): TSW accurately conjugate reflexive verbs.</p> <p>Procedure:</p> <p>CORE INSTRUCTION</p> <p>Warm-Up</p> <ul style="list-style-type: none"> (2 min.) Bell Work 5.3, p. 164. <p>Q & A concerning Edmodo projects.</p> <p>Grammaire à l’œuvre 1</p> <ul style="list-style-type: none"> (5 min.) Present Flash culture, p. 164. (5 min.) Present <i>Tout, tous, toute, toutes</i>, p. 164. (5 min.) Show Grammavision 1.2. (20 min.) Have students do Activities 11–15, pp. 164–165. <p>Application 1</p> <ul style="list-style-type: none"> (5 min.) Have students do Activity 16, p. 166. (5 min.) Present Un peu plus: The verbs s'appeler and se lever, p. 166. <p>Wrap-Up</p> <ul style="list-style-type: none"> (3 min.) Ask for volunteers to present their paragraphs for Activity 16, p. 166.

Day 5	Day 6	Day 7
<p>Biblical Principle: The Lord created each of us different. We are each fearfully and wonderfully made.</p> <p>Objective(s): TSW accurately conjugate stem-changing verbs acheter and preferer.</p> <p>CORE INSTRUCTION Warm-Up</p> <ul style="list-style-type: none"> • (3 min.) Bell Work 5.4, p. 166. <p>Assessment</p> <ul style="list-style-type: none"> • (5 min.) Review Grammaire à l'œuvre 1, pp. 162–165. • (20 min.) Give Quiz: Grammaire 1. <p>Application</p> <ul style="list-style-type: none"> • (5 min.) Have students do Activity 17, p. 166. • (5 min.) Activity 18, p. 167. • (10 min.) Have students do Activities 19–20, p. 167. <p>Wrap-Up</p> <ul style="list-style-type: none"> • (2 min.) Review Déjà vu!, p. 166. 	<p>Biblical Principle: The Lord created each of us different. We are each fearfully and wonderfully made.</p> <p>Objectives: TSW correctly identify characteristics of Faïence. TSW will accurately conjugate and use the verbs s'appeller and se lever.</p> <p>CORE INSTRUCTION Warm-Up</p> <ul style="list-style-type: none"> • (5 min.) Review Application 1, pp. 166–167. <p>Assessment</p> <ul style="list-style-type: none"> • (20 min.) Give Quiz: Application 1. <p>Culture</p> <ul style="list-style-type: none"> • (10 min.) Present Video Culture appliquée: La faïence de Quimper, p. 168. • (10 min.) Present Video Comparaisons: À pied, à vélo ou en bus? and Communauté: Le français et les produits de beauté, p. 169. <p>Wrap-Up</p> <ul style="list-style-type: none"> • (5 min.) Have students do Recherches, p. 168. 	<p>Biblical Principle: The Lord created each of us different. We are each fearfully and wonderfully made.</p> <p>Objective(s): TSW Master daily routines in French TSW Discuss and write about comparative aspects of French Culture.</p> <p>CORE INSTRUCTION Warm-Up</p> <ul style="list-style-type: none"> • (5 min.) Bell Work 5.5, p. 170. <p>Vocabulaire à l'œuvre 2</p> <ul style="list-style-type: none"> • (10 min.) Present Vocabulaire à l'œuvre 2: Dans la journée..., pp. 170–171. • (5 min.) Show video Télé-vocab 2. • (5 min.) Present Exprimons-nous!, p. 171. • (5 min.) Have students do Activity 21, p. 172. • (5 min.) Activity 22, p. 172. • (5 min.) Have students do Activity 23, p. 172. • (5 min.) Present Flash culture, p. 172. <p>Wrap-Up</p> <ul style="list-style-type: none"> • (5 MIN.) REVIEW VOCABULARY WITH STUDENTS USING TPR, P. 171.

Technology and Diversity Considerations with this plan:

This plan includes the use of a videos and online activities. Videos and online activities associated with this course are Web 2.0 tools which allows the instructor to present grammar, culture and vocabulary information to the class in a synchronous lesson by means of the class video projector.

Using these tools, the instructor able to incorporate live instruction in coordination with video and various assessment devices to instruct and assess students' understanding of instructional objectives. Video components allow students access to realia, and repeated viewing remotely. Videos are posted on the class blog site and the class Edmodo page and the student online textbook for easy access 24/7. Assessment may be in the form of multiple choice questionnaires or open-ended questions that students complete as they view each video. Results of assessments may be used to reinforce learning objectives.

Risk Analysis:

The risks involved in the use of Nearpod for the lesson include:

1. Problem: The stability of the wifi network.

Solution: CCA has recently installed new servers and wifi boosters throughout the school. Instructor is highly encouraged to download all video components prior to presenting them. This will remove the possibility of a wifi issue interfering with the lesson.

2. Problem: Students who finish the lesson in less than the allotted time.

Solution: Faster students may continue to the individual practice exercises. Also, the questionnaire may be used as an exit ticket for the period.

3. Problem: Students who fail to complete the video questionnaire or other activity during the class period.

Solution: Students may complete the activity during other French III blocks or during their study hall, Directed Studies block or after school in the Media Center or in Help Class.

4. Problem: Students are absent from class.

Solution: Video activities can be completed anywhere the student has a network connection. It can be asynchronous, so timing is not necessarily an important consideration, but the student can complete the work remotely, or make arrangements to complete the activity upon their return.