

# Unit at a Glance

<p>In <i>Expo 1900</i>, students become acquainted with great achievements of Francophones from the 19<sup>th</sup> century. A video takes the students on a tour of an exhibit showcasing selected statesmen, humanitarians, authors, scientists, inventors, and artists. Through readings, and listening, interviewing, and writing activities, students discover the impact these people have had on our lives. In the Unit Test, students learn about Madame Tussaud, creator of the original wax museums. For suggestions on adapting the unit, see <i>Adjusting the Unit</i> on pages <i>xvi</i> and <i>xvii</i>.</p>	<b>Field of Experience</b>
	Experiences with science, the arts, history, and societal issues

Lesson	Communicative/Experiential Outcomes	General Language Education Outcomes
<p><b>Lesson 1</b> <i>Bienvenue à l'Expo 1900</i> (Introduction to the unit)</p> <p><b>Duration</b> Approx. 80 min</p>	<ul style="list-style-type: none"> <li>identify the theme and predict the content of oral and written texts</li> <li>identify prior knowledge and experience in relation to the theme</li> <li>identify information needed to complete a communicative task</li> <li>demonstrate comprehension of oral and written texts</li> <li>produce oral and written messages</li> <li>recognize newly acquired knowledge</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>learn words and expressions that clarify communication of thoughts and opinions</li> <li>observe non-verbal communication</li> <li>use common language patterns</li> </ul>
<p><b>Lesson 2</b> <i>Napoléon Bonaparte and Toussant-Louverture</i></p> <p><b>Duration</b> 40–60 min</p>	<ul style="list-style-type: none"> <li>identify prior knowledge in relation to the theme</li> <li>predict the content of written texts</li> <li>identify language-learning strategies</li> <li>identify specific points of information in written texts</li> <li>demonstrate comprehension of oral and written texts</li> <li>produce oral and written messages</li> <li>recognize newly acquired knowledge</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>learn the names of some Francophone cultures and regions</li> <li>practise words and expressions that clarify communication of thoughts and opinions</li> <li>summarize short written texts</li> <li>use common language patterns</li> <li>work in a group and use correct social skills</li> </ul>
<p><b>Lesson 3</b> <i>Henri Dunant et la Croix-Rouge</i></p> <p><b>Duration</b> 40–60 min</p>	<ul style="list-style-type: none"> <li>identify prior knowledge and experience in relation to the theme</li> <li>predict the content of oral and written texts</li> <li>locate specific points of information in written texts</li> <li>demonstrate comprehension of oral and written texts</li> <li>identify language-learning strategies</li> <li>produce oral and written messages</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>learn the names of some Francophone regions</li> <li>practise expressions that clarify communication of thoughts and opinions</li> <li>summarize short written texts</li> <li>use common language patterns</li> <li>learn to self-monitor progress</li> </ul>
<p><b>Lesson 4</b> <i>Louis Braille</i></p> <p><b>Duration</b> 40–60 min</p>	<ul style="list-style-type: none"> <li>identify prior knowledge in relation to the theme</li> <li>predict the content of written texts</li> <li>identify information needed to complete a communicative task</li> <li>demonstrate comprehension of oral and written texts</li> <li>recognize and apply knowledge in context and in new situations</li> <li>produce oral and written messages</li> <li>identify possible new behaviours and discover new attitudes</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>practise words and expressions that clarify communication of thoughts and opinions</li> <li>examine the specifics of certain language functions</li> <li>summarize short written texts</li> <li>use common language patterns</li> <li>work in a group and use correct social skills</li> </ul>
<p><b>Lesson 5</b> <i>Eugène Poubelle</i></p> <p><b>Duration</b> 40–60 min</p>	<ul style="list-style-type: none"> <li>identify prior knowledge in relation to the theme</li> <li>predict the content of oral and written texts</li> <li>locate specific points of information in oral and written texts</li> <li>identify language-learning strategies</li> <li>demonstrate comprehension of oral and written texts</li> <li>produce oral and written messages</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>practise words and expressions that clarify communication of thoughts and opinions</li> <li>use common language patterns</li> <li>summarize short oral and written texts</li> </ul>
<p><b>Lesson 6</b> <i>Aristide Boucicaut</i></p> <p><b>Duration</b> 40–60 min</p>	<ul style="list-style-type: none"> <li>identify knowledge, behaviours, and attitudes in relation to the theme</li> <li>predict the content of oral and written texts</li> <li>identify information needed to complete a communicative task</li> <li>demonstrate comprehension of oral and written texts</li> <li>produce oral and written messages</li> <li>recognize and apply acquired knowledge in new situations</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>practise words and expressions that clarify communication of thoughts and opinions</li> <li>summarize short oral and written texts</li> <li>use common language patterns</li> <li>work in a group and use correct social skills</li> <li>learn to self-correct</li> </ul>
<p><b>Lesson 7</b> <i>Étude de la langue and Au travail !</i> (First Subtask)</p> <p><b>Duration</b> Approx. two 40-min periods</p>	<ul style="list-style-type: none"> <li>identify the vocabulary and language structures required to communicate in a specific situation</li> <li>produce oral and written messages</li> <li>recognize and apply acquired knowledge in new situations</li> <li>identify language-learning strategies</li> <li>verify the success of attempts at communication</li> <li>recognize and correct errors in communication</li> </ul>	<ul style="list-style-type: none"> <li>examine the specifics of certain language functions</li> <li>use common language patterns</li> <li>practise expressions that clarify communication of thoughts and opinions</li> <li>practise self-monitoring progress</li> <li>practise self-correcting</li> <li>work in a group and use correct social skills</li> </ul>
<p><b>Lesson 8</b> <i>Victor Hugo</i></p> <p><b>Duration</b> Approx. 40 min</p>	<ul style="list-style-type: none"> <li>identify prior knowledge and experience in relation to the theme</li> <li>predict the content of written texts</li> <li>identify information needed to complete a communicative task</li> <li>demonstrate comprehension of written texts</li> <li>produce oral and written messages</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>practise expressions that clarify communication of thoughts and opinions</li> <li>summarize short written texts</li> <li>use common language patterns</li> <li>work in a group and use correct social skills</li> </ul>
<p><b>Lesson 9</b> <i>Jules Verne</i></p> <p><b>Duration</b> Approx. 40 min</p>	<ul style="list-style-type: none"> <li>predict the content of written texts</li> <li>identify information needed to complete a communicative task</li> <li>demonstrate comprehension of written texts</li> <li>produce oral and written messages</li> <li>identify language-learning strategies</li> <li>recognize and apply acquired knowledge in new situations</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>summarize short written texts</li> <li>use common language patterns</li> <li>work in a group and use correct social skills</li> </ul>
<p><b>Lesson 10</b> <i>Alexandre Dumas</i></p> <p><b>Duration</b> 40–60 min</p>	<ul style="list-style-type: none"> <li>identify knowledge, behaviours, and attitudes in relation to the theme</li> <li>predict the content of written texts</li> <li>identify information needed to complete a communicative task</li> <li>demonstrate comprehension of written texts</li> <li>produce oral and written messages</li> <li>identify language-learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>practise anticipating meaning</li> <li>summarize short written texts</li> <li>use common language patterns</li> <li>work in a group and use correct social skills</li> </ul>

General Communicative/Experiential Outcomes	Cultural Focus	Description of Tasks
Research and present un <i>personnage célèbre</i> through role-play	Presence and history of Francophones	<b>Subtasks:</b> <ul style="list-style-type: none"> <li>• Create a biography card on a celebrity.</li> <li>• Create and present an interview.</li> </ul> <b>Final Task:</b> <ul style="list-style-type: none"> <li>• Give an oral presentation on the selected famous person.</li> </ul>

Language Outcomes	Cultural Outcomes	Assessment	Materials
<ul style="list-style-type: none"> <li>• present tense of regular and irregular verbs</li> <li>• partitive article with negation</li> <li>• temporal expressions <i>en</i> and <i>au</i></li> <li>• basic vocabulary</li> <li>• words from units under study</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Présence des francophones:</b> explore a variety of inventions and accomplishments of famous Francophones</li> <li>• <b>Histoire des francophones:</b> learn about nineteenth-century achievements in Francophone history</li> </ul>	<b>Diagnostic</b>	TRG pp. 1–11 SB pp. 2–3 WB pp. 2–3 Video CD Track 1 BLM 1, 2 (TRG pp. 10–11)
<ul style="list-style-type: none"> <li>• review of present tense of verbs</li> <li>• temporal expression <i>en</i></li> <li>• question words</li> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about the roles of two famous Francophones in the history of slavery</li> </ul>	<b>Formative</b>	TRG pp. 12–21 SB pp. 4–5 WB p. 4 BLM 3, 4 (TRG pp. 20–21)
<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• knowledge of cognates</li> <li>• use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about the humanitarian accomplishments of a famous Francophone in the history of war</li> </ul>	<b>Formative</b>	TRG pp. 22–26 SB p. 6 WB pp. 5–6 CD Track 2 Video BLM 2 (TRG p. 11)
<ul style="list-style-type: none"> <li>• review of present tense of <i>-er</i> verbs</li> <li>• words from units under study, phrases, and expressions</li> <li>• use of some generalizations about spelling</li> <li>• use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> recognize the historical significance of a famous Francophone who overcame physical limitations to achieve international success</li> </ul>	<b>Formative</b>	TRG pp. 27–32 SB p. 7 WB p. 7 BLM 5, 6 (TRG pp. 31–32)
<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> recognize the historical significance of a famous Francophone's social reform law</li> </ul>	<b>Formative</b>	TRG pp. 33–39 SB p. 8 WB p. 8 CD Track 3 BLM 7, 8 (TRG pp. 38–39)
<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• use of resources to check spelling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about a famous Francophone and discover the historical significance of his innovative ideas on labour practices</li> </ul>	<b>Formative</b>	TRG pp. 40–45 SB p. 9 WB pp. 9–10 CD Tracks 4, 5 BLM 9 (TRG p. 45)
<ul style="list-style-type: none"> <li>• review of demonstrative adjectives</li> <li>• partitive article with negation</li> <li>• use of basic sounds and their related spelling pattern</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Le parler des francophones:</b> use standard French to create a <i>fiche biographique</i> for a famous Francophone</li> </ul>	<b>Formative</b>  <b>Summative</b>	TRG pp. 46–53 SB p. 10 WB pp. 11–12 BLM 10, 11 (TRG pp. 51–52) BLM 12 Assessment Rubric — First Subtask (TRG p. 53) BLM 30 Assessment Tracking Sheet (TRG p. 137)
<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• knowledge of cognates</li> <li>• use of resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about a famous Francophone writer and one of his works</li> </ul>	<b>Formative</b>	TRG pp. 54–58 SB pp. 11–12 WB p. 13 BLM 13 (TRG p. 58)
<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• knowledge of cognates</li> <li>• words from units under study, phrases, and expressions</li> <li>• use of resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about a famous Francophone writer and one of his works</li> </ul>	<b>Formative</b>	TRG pp. 59–62 SB p. 13 WB p. 14 BLM 14 (TRG p. 62)
<ul style="list-style-type: none"> <li>• words from units under study, phrases, and expressions</li> <li>• knowledge of cognates</li> <li>• use of resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about a famous Francophone writer and one of his works</li> </ul>	<b>Formative</b>	TRG pp. 63–67 SB pp. 14–15 WB p. 15 CD Track 6 BLM 15 (TRG p. 67)

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<b>Lesson 11</b> <i>Louis Pasteur</i> (and <i>René Laennec</i> )  <b>Duration</b> Approx. 40–60 min	<ul style="list-style-type: none"> <li>• predict the content of oral and written texts</li> <li>• identify information needed to complete a communicative task</li> <li>• produce oral and written messages</li> <li>• identify language-learning strategies</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• recognize and apply acquired knowledge in new situations</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• summarize short oral and written texts</li> <li>• use common language patterns</li> <li>• work in a group and use correct social skills</li> </ul>	
<b>Lesson 12</b> <i>Marie Curie</i>  <b>Duration</b> Approx. two 40-min periods	<ul style="list-style-type: none"> <li>• predict the content of written texts</li> <li>• identify language-learning strategies</li> <li>• identify information needed to complete a communicative task</li> <li>• produce oral and written messages</li> <li>• demonstrate comprehension of written texts</li> <li>• recognize and apply acquired knowledge in new situations</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• practise words and expressions that clarify communication of thoughts and opinions</li> <li>• summarize short written texts</li> <li>• use common language patterns</li> <li>• work in a group and use correct social skills</li> </ul>	
<b>Lesson 13</b> <i>Gustave Eiffel</i>  <b>Duration</b> 40–60 min	<ul style="list-style-type: none"> <li>• identify prior knowledge in relation to the theme</li> <li>• predict the content of oral and written texts</li> <li>• identify information needed to complete a communicative task</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• produce oral and written messages</li> <li>• identify language-learning strategies</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• practise words and expressions that clarify communication of thoughts and opinions</li> <li>• summarize short oral and written texts</li> <li>• use common language patterns</li> <li>• work in a group and use correct social skills</li> </ul>	
<b>Lesson 14</b> <i>Les frères Peugeot et Renault</i>  <b>Duration</b> Approx. 40 min	<ul style="list-style-type: none"> <li>• identify prior knowledge in relation to the theme</li> <li>• predict the content of oral and written texts</li> <li>• identify language-learning strategies</li> <li>• identify information needed to complete a communicative task</li> <li>• produce oral and written messages</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• identify the vocabulary/language structures required to communicate...</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• summarize short oral and written texts</li> <li>• use common language patterns</li> </ul>	
<b>Lesson 15</b> <i>Étude de la langue and Au travail !</i> (Second Subtask)  <b>Duration</b> Approx. two 40–min periods	<ul style="list-style-type: none"> <li>• identify the vocabulary and language structures required to communicate in a specific situation</li> <li>• recognize and apply acquired knowledge in new situations</li> <li>• produce oral and written messages</li> <li>• verify the success of attempts at communication</li> <li>• recognize and correct errors in communication</li> </ul>	<ul style="list-style-type: none"> <li>• recognize the links between function/situation and word choice</li> <li>• use common language patterns</li> <li>• practise words and expressions that clarify communication of thoughts and opinions</li> <li>• review the specifics of certain language functions</li> <li>• work in a group and use correct social skills</li> <li>• learn to self-monitor progress and self-correct</li> </ul>	
<b>Lesson 16</b> <i>Sarah Bernhardt</i>  <b>Duration</b> Approx. 40–60 min	<ul style="list-style-type: none"> <li>• identify knowledge, behaviours, and attitudes in relation to the theme</li> <li>• predict the content of oral and written texts</li> <li>• identify language-learning strategies</li> <li>• identify the vocabulary/language structures required to communicate...</li> <li>• recognize and apply acquired knowledge in new situations</li> <li>• produce oral and written messages</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• examine the specifics of certain language functions</li> <li>• summarize short oral and written texts</li> <li>• use common language patterns</li> <li>• work in a group and use correct social skills</li> </ul>	
<b>Lesson 17</b> <i>Claude Monet</i>  <b>Duration</b> Approx. 40 min	<ul style="list-style-type: none"> <li>• predict the content of oral and written texts</li> <li>• identify language-learning strategies</li> <li>• identify information needed to complete a communicative task</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• produce oral and written messages</li> <li>• recognize and apply acquired knowledge in new situations</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• practise words and expressions that clarify communication of thoughts and opinions</li> <li>• observe non-verbal communication</li> <li>• summarize short oral and written texts</li> <li>• use common language patterns</li> </ul>	
<b>Lesson 18</b> <i>Les Frères Lumière</i>  <b>Duration</b> Approx. 40 min	<ul style="list-style-type: none"> <li>• identify knowledge, behaviours, and attitudes in relation to the theme</li> <li>• predict the content of written texts</li> <li>• identify language-learning strategies</li> <li>• identify information needed to complete a communicative task</li> <li>• demonstrate comprehension of written texts</li> <li>• produce oral and written messages</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• practise words and expressions that clarify communication of thoughts and opinions</li> <li>• summarize short written texts</li> <li>• use common language patterns</li> <li>• work in a group and use correct social skills</li> </ul>	
<b>Lesson 19</b> <i>Je me présente</i>  <b>Duration</b> 40 min	<ul style="list-style-type: none"> <li>• predict the content of oral and written texts</li> <li>• identify language-learning strategies</li> <li>• identify information needed to complete a communicative task</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• produce oral and written messages</li> </ul>	<ul style="list-style-type: none"> <li>• practise anticipating meaning</li> <li>• summarize short oral texts</li> <li>• observe non-verbal communication</li> </ul>	
<b>Final Task</b> <i>La présentation d'un personnage célèbre</i>  <b>Duration</b> Approx. three 40–min periods	<ul style="list-style-type: none"> <li>• identify sources of information needed to complete a communicative task</li> <li>• verify the success of attempts at communication</li> <li>• demonstrate comprehension of written texts</li> <li>• apply acquired knowledge in new situations</li> <li>• produce oral and written messages</li> <li>• recognize and correct errors in communication</li> <li>• evaluate oral messages received</li> </ul>	<ul style="list-style-type: none"> <li>• recognize the links between function/situation and word choice</li> <li>• practise words and expressions that clarify communication of thoughts and opinions</li> <li>• work in a group and use correct social skills</li> <li>• practise self-monitoring progress</li> <li>• practise self-correcting</li> </ul>	
<b>Unit Test</b> <i>Marie Tussaud et ses musées</i>  <b>Duration</b> Approx. two 40–min periods	<ul style="list-style-type: none"> <li>• identify prior knowledge in relation to the theme</li> <li>• verify the success of attempts at communication</li> <li>• identify information needed to complete a communicative task</li> <li>• demonstrate comprehension of oral and written texts</li> <li>• produce oral and written messages in relation to the criteria provided</li> <li>• apply acquired knowledge in new situations</li> </ul>	<ul style="list-style-type: none"> <li>• examine the specifics of certain language functions</li> <li>• practise words and expressions that clarify communication of thoughts and opinions</li> <li>• use common language patterns</li> <li>• recognize the links between function/situation and the variety of word choice</li> </ul>	

	Language Outcomes	Cultural Outcomes	Assessment	Materials
	<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about the life and greatest achievement of a famous Francophone scientist</li> </ul>	<b>Formative</b>	TRG pp. 68–72 SB p. 16 WB pp. 16–17 CD Tracks 7, 8
	<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• review of the present tense of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about the life and greatest achievement of a famous Francophone scientist</li> </ul>	<b>Formative</b>	TRG pp. 73–78 SB p. 17 WB pp. 18–19 BLM 16A, 16B (TRG pp. 77–78)
	<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• review of interrogative expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about the life and greatest achievement of a famous Francophone engineer</li> </ul>	<b>Formative</b>	TRG pp. 79–85 SB p. 18 WB p. 20 CD Tracks 9, 10 BLM 17A, 17B (TRG pp. 84–85)
	<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• review of present tense of verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about the roles of two famous Francophone manufacturers in the history of the automobile</li> </ul>	<b>Formative</b>	TRG pp. 86–89 SB p. 19 WB p. 21 CD Track 11 BLM 2 (TRG p. 11)
	<ul style="list-style-type: none"> <li>• review of present tense of regular <i>-er</i>, <i>-ir</i>, <i>-re</i> verbs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Le parler des francophones:</b> use standard French to create and present an interview with a famous Francophone</li> </ul>	<b>Formative</b> <b>Summative</b>	TRG pp. 90–98 SB pp. 20–21 WB p. 22 BLM 11, 18 (TRG pp. 52, 97) BLM 19 Assessment Rubric — Second Subtask (TRG p. 98) BLM 30 Assessment Tracking Sheet (TRG p. 137)
	<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about two famous Francophones and their historical impact on nineteenth-century theatre</li> </ul>	<b>Formative</b>	TRG pp. 99–105 SB p. 22 WB p. 23 CD Track 12 BLM 20 (TRG p. 105)
	<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about a famous Francophone artist and one of his major works</li> </ul>	<b>Formative</b>	TRG pp. 106–112 SB p. 23 WB p. 24 Video CD Track 13 BLM 21 (TRG p. 112)
	<ul style="list-style-type: none"> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about two famous Francophone brothers in the history of cinema</li> </ul>	<b>Formative</b>	TRG pp. 113–117 SB p. 24 WB p. 25 BLM 22 (TRG p. 117)
	<ul style="list-style-type: none"> <li>• present tense of regular and some irregular verbs</li> <li>• demonstrative adjectives</li> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Le parler des francophones:</b> use standard French to communicate understanding of a video presentation</li> </ul>	<b>Formative</b>	TRG pp. 118–120 SB p. 25 WB p. 26 Video CD Track 14
	<ul style="list-style-type: none"> <li>• present tense of regular and some irregular verbs</li> <li>• demonstrative adjectives</li> <li>• partitive article with negation</li> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• use of resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Le parler des francophones:</b> use standard French to write and present a short biography of a famous Francophone</li> </ul>	<b>Summative</b>	TRG pp. 121–127 SB p. 26 BLM 23, 24 (TRG pp. 125–126) BLM 25 Assessment Rubric — Final Task (TRG p. 127) BLM 30 Assessment Tracking Sheet (TRG p. 137)
	<ul style="list-style-type: none"> <li>• review of present tense of regular and some irregular verbs</li> <li>• demonstrative adjectives</li> <li>• temporal expressions</li> <li>• partitive article with negation</li> <li>• basic vocabulary</li> <li>• words from units under study, phrases, and expressions</li> <li>• use of resources</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Histoire des francophones:</b> learn about a famous nineteenth-century Francophone</li> <li>• <b>Le parler des francophones:</b> use standard French to communicate orally and in writing</li> </ul>	<b>Summative</b>	TRG pp. 128–136 CD Track 15 BLM 26, 27A, 27B, 28 (TRG pp. 132–135) BLM 29 Assessment Rubric — Unit Test (TRG p. 136) BLM 30 Assessment Tracking Sheet (TRG p. 137)