

French 1, Chapter 1 Pacing Guide

Voces French 1 offers you many different materials and activities from which to choose; you may want to use more or less of them depending on your students' age and achievement levels. This pacing guide illustrates one of many "paths" through the curriculum. You may wish to use a different grouping of activities based on your preferences and class needs.

Chapter 1	Day 1	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can say hello and goodbye.			
Topic:	Activity:	Standard:	Location:
1. Introduction to chapter	a. Greet class and introduce Can-Do Goals. (5 min.)	5.2	Can-Do Checklist
2. Greetings	a. Before showing <i>Les salutations vidéo</i> , class predicts what they will see. (2 min.)	4.1	<i>Les salutations</i>
	b. Show video " <i>Les salutations vidéo: partie 1</i> ". (1 min.)	1.1	<i>Les salutations vidéo : partie 1</i>
	c. Students react to video by answering questions. (3 min)	4.1	
	d. Present greetings. Listen and repeat. (5 min.)	1.1	<i>Les salutations</i>
	e. Introduce <i>Phonétique</i> pronunciation note & practice as a class (4 min.)	1.1	<i>Phonétique</i>
	f. Students practice greetings and responses with classmates. (5 min.)	1.1	
	g. Students individually practice greetings in <i>Pratique</i> section (<i>Oral #1, #2, #3, Écriture, Écoute, Lecture</i>). Answer questions as needed. (20 min.)	1.1	<i>Pratiques 1</i>
3. Wrap-Up/Reflection	a. Review " <i>Les salutations vidéo : partie 1</i> " as a class,	1.2	<i>Les salutations</i>

	pausing throughout to translate. (5 min.) b. Students self-evaluate progress using Can-Do Checklist. (3 min.) c. Verbal exit ticket – as you dismiss students, say one of today’s vocabulary words/phrases and have the students respond appropriately in French. (2 min.)	5.2 1.1	Can-Do Checklist
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Chapter 1	Day 2	Time: 55 min.	Novice Low-Mid
“I Can” Goal: I can greet and introduce myself to others. I can ask people their name.			
Topic:	Activity:	Standard:	Location:
1. Greetings	a. Greet class and review Can-Do Goal and greetings with class. (5 min.) b. Play games individually or with partners. (5 min.) c. Answer any questions from <i>Pratique</i> . (3 min.) d. Students practice greetings with classmates. (5 min.) e. Perform <i>Conversations et présentation : Les salutations</i> (5 min. or as needed) f. Present next section of greetings. Listen and repeat. (5 min.) g. Students individually practice in <i>Pratiques 2 : Les noms</i> . (20 min.)	5.2 4.1 1.1 1.1 1.3 1.1 1.1	Can-Do Checklist <i>Les salutations vidéo : partie 1</i> Games Center: Voces Match <i>Les salutations - Pratique</i> <i>Conversations et présentation : Les salutations</i> <i>Les noms et Ça va ?</i> <i>Pratique 2 : Les noms</i>
2. Wrap-Up/Reflection	a. Students practice mini conversations with	1.1	

	classmates. (5 min.) b. Students self-evaluate progress using Can-Do Checklist. (3 min.)	5.2	Can-Do Checklist
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Chapter 1	Day 3	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can greet and introduce myself to others. I can ask people their name. I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.</p>			
Topic:	Activity:	Standard:	Location:
1. Greetings	a. Greet class and review Can-Do Goal and greetings with class. (5 min.) b. Play games individually or with partners. (5 min.) c. Answer any questions from <i>Pratique 2</i> . (5 min.) d. Students individually practice in <i>Pratique 3 : Ça va ?</i> (15 min.) e. <i>Explain Tu vs. vous</i> explanation and practice pictures as a class (4 min.)	5.2 4.1 1.1 1.1 4.1, 3.2	Can-Do Checklist Games Center: Voces Match <i>Les salutations - Pratique 2 : Les noms</i> <i>Pratique 3 : Ça va ?</i> <i>Tu vs. vous</i>
2. Culture	a. Assign the <i>Rue Sainte-Catherine, Bordeaux, France</i> comprehension activities. (15 min.)	1.2, 4.2	<i>Panorama : Rue Sainte-Catherine, Bordeaux, France</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 4	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can derive meaning from an oral interview about the person's name, age, and place of residence. I can derive meaning from two people talking about their nationality and the languages they speak.</p>			

Topic:	Activity:	Standard:	Location:
1. Greetings & Nationalities	a. Review Can-Do Goal and greetings with class. (3 min.) b. Assign <i>Interro</i> as a quiz. (10 min.) c. Watch <i>Entrevue : Rencontre Mélanie !</i> video & comprehension questions (5 min.) d. Introduce <i>Faisons connaissance</i> vocabulary with <i>les présentations vidéo 2 : partie 1</i> . Discuss with class. (5 min.) e. Present nationalities vocabulary. Listen and repeat. (5 min.) f. Discuss grammar notes & practice as a class. (7 min.) g. Students individually practice in <i>Pratiques</i> section. Choose 2-4 activities from <i>Pratique 5 & Pratique 6</i> for them to do individually. Answer questions as needed. (20 min.)	5.2 1.1 1.1 1.1 1.1	Can-Do Checklist <i>Les salutations - Interro</i> <i>Entrevue : Rencontre Mélanie !</i> <i>Vidéos avant et après – Les présentations vidéo 2 : partie 1</i> <i>Les nationalités et les origines</i> <i>Masculine vs. féminin, Je ne suis pas</i> <i>Pratique 5 & 6</i>

Chapter 1	Day 5	Time: 55 min.	Novice Low-Mid
“I Can” Goal: I can state various people’s nationalities based on where they live. I can respond to questions about my age. I can interpret information about ages.			
Topic:	Activity:	Standard:	Location:
1. Greetings & nationalities	a. Greet class and review Can-Do Goal with class. (2 min.) b. Review nationalities vocabulary and day 4	5.2 1.1, 1.2	Can-Do Checklist <i>Vidéos avant et après – Les présentations</i>

	<p>grammar by re-watching <i>les présentations vidéo 2 : partie 1</i>. (5 min.)</p> <p>c. Students work with a partner in <i>Pratiques</i> section. Choose 1-2 activities from <i>Pratique 5 & Pratique 6</i> for them to do as a pair. Answer questions as needed. (10 min.)</p> <p>d. Students work individually to record themselves on <i>Les nationalités</i> and <i>Faisons connaissance</i> prompts. (15 min.)</p>	<p>1.1</p> <p>1.1</p>	<p><i>vidéo 2 : partie 1</i></p> <p><i>Pratique 5 & 6</i></p> <p><i>Conversations et présentation</i> - <i>Les nationalités</i> - <i>Faisons connaissance</i></p>
2. Culture	a. Students individually (or with a partner) view and answer questions in <i>Flux d'immigration par continent d'origine</i> . (5 min.)	1.2, 2.1, 4.2	<i>Documents authentiques – Flux d'immigration par continent d'origine</i>
3. Numbers 0-20	<p>a. Introduce numbers 0-20 through counting objects as a class. Then have students work with a partner to count different objects in the room or within pictures. (5 min.)</p> <p>b. Point out note in <i>Je n'ai pas</i>. (2 min.)</p> <p>c. Students practice numbers & ages individually in <i>Pratique 7 & 8</i>. (20 min.)</p>	1.1	<p><i>L'âge et les nombres de 0 à 20</i></p> <p><i>Je n'ai pas</i></p> <p><i>Pratique 7 & 8</i></p>
4. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (2 min.)	5.2	Can-Do Checklist

Chapter 1	Day 6	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can recognize numbers between 0 and 1000.			
Topic:	Activity:	Standard:	Location:

1. Review	<ul style="list-style-type: none"> a. Greet class and review Can-Do Goal with class. (2 min.) b. Lead the class through a cumulative practice of days 1-5 through conversation. (5 min.) c. Students continue to review through games. (5 min.) 	5.2 1.1	<p>Can-Do Checklist</p> <p>Games Center: -Voces Match -Voces Flashcard Challenge -Voces Round Up</p>
2. Numbers	<ul style="list-style-type: none"> a. Count to 20 as a class, then teach high numbers. (5 min.) b. Students practice individually within <i>Pratique Oral, Écriture 1, Écoute 1</i>. (13 min.) 	1.1	<p><i>Les nombres de 20 à 1000</i></p> <p><i>Pratique 12</i></p>
3. Culture	<ul style="list-style-type: none"> a. Lead the class through <i>Les coordonnées en France</i>. (10 min.) b. Students work with a partner to complete <i>Le Café de Flore</i>. (10 min.) 	1.2 1.2	<p>Culture - <i>Les coordonnées en France</i></p> <p><i>Documents authentiques - Le Café de Flore</i></p>
4. Wrap-Up/Reflection	<ul style="list-style-type: none"> a. Students self-evaluate progress using Can-Do Checklist. (5 min.) 	5.2	Can-Do Checklist

Chapter 1	Day 7	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal:</p> <p>I can recognize numbers between 0 and 1000.</p> <p>I can derive meaning from an oral presentation on various stages of French education.</p> <p>I can derive meaning from an oral presentation on someone's teaching career.</p>			
Topic:	Activity:	Standard:	Location:
1. Numbers & culture	<ul style="list-style-type: none"> a. Greet class and review Can-Do Goal with class. (2 min.) b. Lead the class through a choral response or around the world game to review numbers 0-1000. (5 min.) c. Lead the class through 	5.2 1.1 1.2	<p>Can-Do Checklist</p> <p><i>Les nombres de 20 à 1000</i></p> <p><i>Entrevue – L'école en</i></p>

	<p><i>L'école en France.</i> (3 min.)</p> <p>d. Students work with a partner to understand and complete the comprehension questions for <i>Bonjour, Sandra !</i> (5 min.)</p> <p>e. Students complete speaking practice/recordings individually in <i>À la banque & La vie courante.</i> (15 min.)</p>	<p>1.2</p> <p>1.3</p>	<p><i>France</i></p> <p><i>Entrevue – Bonjour, Sandra !</i></p> <p><i>Conversations et presentation – À la banque & La vie courante</i></p>
2. Common expressions & grammar	<p>a. Teach <i>Expressions utiles</i> while pointing out grammar note on compound sentences. Then host question & answer session with class using vocabulary from <i>Expressions utiles</i>. Begin with choral response then proceed into asking questions to individual students. (8 min.)</p> <p>b. Students practice individually in <i>Pratique 10.</i> (12 min.)</p>	1.1	<p><i>Expressions utiles</i></p> <p><i>Pratique 10 :</i> <i>Expressions utiles</i> - <i>Lecture et oral</i> - <i>Écriture et lecture</i></p>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 8	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can respond appropriately to a prompt with a polite expression.			
Topic:	Activity:	Standard:	Location:
1. Polite expressions	<p>a. Greet class and review Can-Do Goal with class. (2 min.)</p> <p>b. Present <i>Expressions de politesse et pour contacter quelqu'un.</i> (15 min.)</p> <p>c. Students practice</p>	<p>5.2</p> <p>1.1</p> <p>1.1</p>	<p>Can-Do Checklist</p> <p><i>Expressions de politesse et pour contacter quelqu'un</i></p> <p><i>Pratique 11</i></p>

	<p>individually by completing all of <i>Pratique 11</i>. (12 min.)</p> <p>d. Guide the class through a conversation. You might want to display specific prompts. (5 min.)</p> <p>e. Students continue to practice conversation with a partner or small group. (5 min.)</p> <p>f. Students individually review the day's vocabulary through games. (10 min.)</p>	<p>1.1</p> <p>1.1</p> <p>1.1</p>	Voces game center
2. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 9	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can spell my name. I can write an email introducing myself and asking questions.</p>			
Topic:	Activity:	Standard:	Location:
1. Culture	<p>a. Greet class and review Can-Do Goal with class. (2 min.)</p> <p>b. Review polite expressions through <i>Les formules de politesse dans le monde francophone</i>. (5 min.)</p> <p>c. Students complete email activity <i>La vie courante</i>. (10 min.)</p>	<p>5.2</p> <p>1.1, 3.2</p>	<p>Can-Do Checklist</p> <p>Culture – <i>Les formules de politesse dans le monde francophone</i></p> <p><i>Conversations et présentation – La vie courante</i></p>
2. Alphabet & pronunciation	<p>a. Listen to/Sing French ABCs. Display words & have students work with partner to pronounce them. Then check/discuss as a class. (8 min.)</p> <p>b. Students practice individually with <i>Écoute et oral 1</i> and <i>Écoute et</i></p>	1.1	<p><i>L'alphabet et les accents</i> Youtube</p> <p><i>Pratique 15 - L'alphabet et les accents</i></p>

	<i>écriture 1.</i> (8 min.)		
3. Wrap-Up/Reflection	<p>a. Students create a cartoon as cumulative review (time as needed).</p> <p>b. Oral comprehension check with each student while they work on cartoons – ask each student one or two questions in French or have them spell their name.</p> <p>c. Students self-evaluate progress using Can-Do Checklist. (5 min.)</p>	1.1, 1.3 5.2	Can-Do Checklist

Chapter 1	Day 10	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can derive meaning from conversations and dialogue.			
Topic:	Activity:	Standard:	Location:
1. Review	<p>a. Greet class and review Can-Do Goal with class. (2 min.)</p> <p>b. Play review game as a class. (10 min.)</p> <p>c. Assign <i>Interro</i> as a quiz. (10 min.)</p> <p>d. Listen to/Sing French ABCs. Display words & have students work with a partner to pronounce them. Then check/discuss as a class. (8 min.)</p> <p>e. Students practice individually with <i>Écoute et oral 2</i> and <i>Écoute et écriture 2 & 3</i>. (15 min.)</p> <p>f. Rewatch <i>Vidéos avant et après – Les présentations vidéo 2 : partie 2</i>. Students discuss understanding with a partner, then hold discussion as a</p>	5.2 1.1 1.1 1.1, 1.2	Can-Do Checklist <i>Interro</i> Youtube <i>L'alphabet et les accents</i> <i>Pratique 15 – L'alphabet et les accents</i> <i>Vidéos avant et après – Les présentations vidéo 2 : partie 2</i>

	class about their progress. Make sure to congratulate them and acknowledge any difficulties they are facing. (7 min.)		
2. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 11	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal:</p> <p>I can use words, phrases, and simple sentences to identify and describe cultural products and practices in France to help me explain and understand the perspectives of the target culture.</p> <p>I can present people to someone by their first name.</p> <p>I can ask different people if they know someone.</p> <p>I can introduce my friends.</p>			
Topic:	Activity:	Standard:	Location:
1. Culture	<p>a. Greet class and review Can-Do Goal with class. (2 min.)</p> <p>b. View & discuss <i>Panorama</i>. If you or any of your students have traveled to France, extend this activity by sharing stories and pictures. (10 min.)</p> <p>c. Have students read and discuss English sections of chapter 1.3 culture with partners or small groups. (10 min.)</p>	<p>5.2</p> <p>2.1, 2.2, 5.1</p> <p>1.2, 2.1, 2.2</p>	<p>Can-Do Checklist</p> <p><i>Panorama : Vue depuis la tour Eiffel, Paris, France</i></p> <p><i>Culture</i> - <i>La courtoisie (en anglais)</i> - <i>L'Hexagone (en anglais)</i></p>
2. Presenting people	<p>a. Present vocabulary in <i>Les présentations et les gens</i>. Lead class in choral response practice by pointing to students and asking in French, "Who is this? Is this ___? Do you know ___? Yes, I know ___." I'd like to introduce you to ___." (8 min.)</p> <p>b. Students continue to</p>	<p>1.1</p> <p>1.1</p>	<p><i>Les présentations et les gens</i></p>

	<p>practice in similar fashion, but in small groups. You might want to have the vocabulary, or certain phrases, on the board or projector for them to reference. (5 min.)</p> <p>c. Students continue to practice individually through <i>Pratique</i> (depending on time, you might choose one activity each from <i>Oral</i>, <i>Écriture</i>, and <i>Lecture</i>, or have students complete all five practice activities. (20 min.)</p>	1.1	<p><i>Pratique 16 : Les présentations et les gens</i></p> <ul style="list-style-type: none"> - Oral 1, 2 - Écriture 1, 2 - Lecture
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 12	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can derive meaning from conversations and dialogue.</p>			
Topic:	Activity:	Standard:	Location:
1. Review	<p>a. Greet class and review Can-Do Goal with class. (2 min.)</p> <p>b. Review vocabulary in <i>Les présentations et les gens</i>. Lead class in choral response practice by pointing to students and asking in French, "Who is this? Is this ___? Do you know ___? Yes, I know ___." I'd like to introduce you to ___." (5 min.)</p> <p>c. Students continue to practice introductions in small groups. (3 min.)</p>	<p>5.2</p> <p>1.1</p> <p>1.1</p>	Can-Do Checklist
2. Grammar	a. Review grammar note with class in <i>Adjectifs possessifs</i> . (4 min.)		<i>Adjectifs possessifs</i>

	<p>b. Practice <i>Adjectifs possessifs</i> with class via <i>Pratique – Écoute 1 & Oral 1</i>. Pose question to class, ask for student thoughts, then explain/discuss correct answer and reasoning behind it. (10 min.)</p> <p>c. Work through <i>Pratique – Lecture et écriture</i> as a class or in partners. (8 min.)</p>		<p><i>Pratique 17</i> -Écoute 1 -Oral 1</p> <p><i>Pratique 17</i> -Lecture et écriture</p>
3. <i>Qui est-ce ?</i>	<p>a. Work on <i>Qui est-ce ?</i> through class and small group conversation. (10 min.)</p> <p>b. Work on <i>Qui est-ce ?</i> through games. (10 min.)</p>	1.1 1.1	<p><i>Qui est-ce ?</i></p> <p>Voces game center</p>
4. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 13	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can ask for another person's name, address, and email address. I can answer questions about my teachers' names.</p>			
Topic:	Activity:	Standard:	Location:
1. <i>Qui est-ce ?</i>	<p>a. Greet class and review Can-Do Goal with class. (2 min.)</p> <p>b. Students review <i>Qui est-ce ?</i> individually in <i>Pratique 18 – Oral 1, 3, and 5</i>. (10 min.)</p> <p>c. Students review <i>Qui est-ce ?</i> individually in <i>Pratiques 18 – Écriture 2 and 3</i>. (10 min.)</p> <p>d. Check in on student confidence levels and practice with a class conversation/choral response. Then, complete <i>Pratique 18 –</i></p>	5.2 1.1 1.1 1.1	<p>Can-Do Checklist</p> <p><i>Pratique 18</i> - Oral 1,3,5</p> <p><i>Pratique 18</i> - Écriture 2, 3</p> <p><i>Pratique 18</i> - Écoute et lecture - Lecture 1</p>

	<p><i>Écoute et lecture</i> and <i>Lecture 1</i> as a class. (12 min.)</p> <p>e. Begin by playing <i>Entrevue – Qui est-ce ?</i> video for class. Discuss briefly, depending on students' needs, then replay video and have students discuss/answer questions with a partner. (8 min.)</p>	1.2	<i>Entrevue - Qui est-ce ?</i>
2. <i>La négation</i>	a. Discuss <i>La négation</i> with the class. Write examples on the board and have student partners work through them together, ending in a class discussion. (8 min.)	3.1	<i>La négation</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 14	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can identify a person's nationality in a short oral description of the person.</p>			
Topic:	Activity:	Standard:	Location:
1. <i>Qui est-ce ?</i>	<p>a. Greet class and review Can-Do Goal with class. (2 min.)</p> <p>b. Complete <i>Documents authentiques – La Petite Chaise</i> as a class. (10 min.)</p>	5.2 1.2, 2.1, 2.2	Can-Do Checklist <i>Documents authentiques – La Petite Chaise</i>
2. <i>La négation</i>	<p>a. Review <i>La négation</i> on the board. (3 min.)</p> <p>b. Student partners work through <i>Pratique 19 – Lecture</i>. (10 min.)</p> <p>c. Students individually work through <i>Pratique 19 – Écoute and Écriture</i>. (15 min.)</p>	3.1	<i>La négation</i> <i>Pratique 19 – Lecture</i> <i>Pratique 19 – Écoute and Écriture</i>
3. <i>Les pronoms sujets</i>	a. Discuss <i>Les pronoms sujets</i> . Give sentences	3.1	<i>Les pronoms sujets</i>

	and ask students to pull out examples. Then, have them create one or two of their own. (10 min.)		
4. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 15	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can understand simple questions. I can choose the best question word to use when given a situation.</p>			
Topic:	Activity:	Standard:	Location:
1. Review	a. Greet class and review Can-Do Goal with class. (2 min.) b. Review with a game! Play a game of Jeopardy with the class. As an alternative, you could assign specific games within the Voces game center. (20 min.)	5.2 1.1	Can-Do Checklist
2. <i>Formation de questions</i>	a. Discuss <i>Formation de questions</i> . (7 min.) b. Choose 3 activities from <i>Pratique 21-25</i> for student partners to work through. (15 min.) c. Choose 2-3 activities from <i>Pratique 21-25</i> for students to work through individually. (10 min.)		<i>Formation de questions</i> <i>Pratique 21</i> <i>Pratique 22</i> <i>Pratique 23</i> <i>Pratique 24</i> <i>Pratique 25</i>
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 16	Time: 55 min.	Novice Low-Mid
<p>"I Can" Goal: I can understand basic information from a person giving her name, age, and other personal information. I can understand the main idea of a document.</p>			

I can understand and speak answers to questions asking about how I am doing and about personal information such as name, phone number, and email.			
Topic:	Activity:	Standard:	Location:
1. Review	a. Greet class and review Can-Do Goal with class. (2 min.) b. <i>Discuss Entrevue – Bonjour Adeline !</i> video and questions as a class. (8 min.)	5.2 1.1	Can-Do Checklist <i>Entrevue – Bonjour Adeline !</i>
2. Unit test/Unit test preparation	a. If you plan to give the <i>Examen</i> for this chapter, let the rest of the day be a review day. Play games, practice conversation as a class and in small groups, and work through example questions. (time as needed) If you plan to give Integrated Performance Assessments for this chapter, explain the process for these and then have students begin working on these assessments.		Integrated Performance Assessments -Interpretive Reading -Interpretive Listening -Interpersonal Speaking -Presentational Writing
3. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist

Chapter 1	Day 17	Time: 55 min.	Novice Low-Mid
"I Can" Goal: I can understand the main idea of a document. I can understand and speak answers to questions asking about how I am doing and about personal information such as name, phone number, and email. I can write a paragraph giving basic personal information about myself.			
Topic:	Activity:	Standard:	Location:
1. Unit test	a. If you plan to give the <i>Examen</i> for this chapter, give that today. If you plan to give		<i>Examen</i> Integrated Performance Assessments

	Integrated Performance Assessments for this chapter, have students continue working on these assessments.		-Interpretive Reading -Interpretive Listening -Interpersonal Speaking -Presentational Writing
2. Wrap-Up/Reflection	a. Students self-evaluate progress using Can-Do Checklist. (5 min.)	5.2	Can-Do Checklist