



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

<b>Course Title:</b> French 2	<b>Length of Course:</b> 30 cycles
<b>Grade Level(s):</b> 10 - 12	<b>Periods Per Cycle:</b> 6
<b>Units of Credit:</b> 1	<b>Length of Period:</b> 43 minutes
<b>Classification:</b> Elective	<b>Total Instructional Time:</b> 129 hours

***Course Description***

This course is designed to present the language in its natural order: listening, speaking, reading, and writing. The students will develop communication skills through vocabulary dealing with daily situations. Proper pronunciation and intonation will also be stressed.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

vText/eBook  
Maps  
Songs  
Vocabulary  
Technology

Communication Activities  
Games  
Discussion  
SuperSite Access Via Internet  
Formative Assessment Activities  
Enrichment Activities

Videos  
Listening Activities  
Question/Answer  
White Boards  
iPads  
Remediation Activities

***Assessments***

Self-Directed Class Activities  
Quizzes  
Class Participation  
Formative Assessments

Group Activities  
Exams  
Verbal Communication Activities  
Post-remediation Assessments

Homework  
Projects  
Written Communication Activities

## *Materials/Resources*

Primary Source: D'accord! I and D'accord! II Vista Higher Learning © 2015  
Allez, Viens! French I and II Holt, Rinehart and Winston © 2006

Ancillary Sources from D'accord! I and D'accord! II Vista Higher Learning © 2015 and Allez, Viens! French I and II Holt, Rinehart and Winston © 2006  
Technology: Audio Compact Discs I, II, Interactive CD-ROM Tutor I, II, Video Program and DVD Tutor I, II, One-Stop Planner with Test Generator I, II

Print: Teaching Proficiency through Reading (TPR), Storytelling Book I, II, Communicative Activity Book I, II, Grammar Workbook I, II, Grammar Tutor I, II, Reading Strategies and Skills Handbook I, II, Joie de Lire Reader I, II, Cahier d'activités Workbook I, II, Teaching Transparencies I, II, Exploratory Guide, Testing Program I, II, Alternative Assessment Guide I, II, Standardized Assessment Tutor I, II, Student Make-Up Assignments Book I, II

Adopted: 01/27/1988

Revised: 09/03/1991; 07/21/1999; 8/17/05, 2/7/18; 5/21/18

P:\MGDRBR\NEWCURR\World Language\2018\French 2\Planned Course Overview.doc

Review	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How can one review and properly use information covered in French 1?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> <li>1. The students will be able to show understanding of concepts learned in French 1 by completing in-class activities.</li> <li>2. The students will be able to identify the following vocabulary concepts with 70% accuracy:               <ul style="list-style-type: none"> <li>• Numbers</li> <li>• Greetings</li> <li>• Classroom objects</li> <li>• Classes and school subjects</li> <li>• Family members</li> <li>• Occupations</li> <li>• Places and activities in a town</li> <li>• Question words</li> <li>• Café food items</li> <li>• Free-time activities</li> <li>• Weather</li> </ul> </li> <li>3. The students will be able to identify the following grammar concepts with 70% accuracy:               <ul style="list-style-type: none"> <li>• The verb être</li> <li>• Different articles (indefinite, definite, possessive, partitive)</li> <li>• Subject pronouns</li> <li>• Adjectives (agreement and placement)</li> <li>• Regular and stem-changing –er verbs</li> <li>• The verb avoir</li> <li>• Telling time</li> <li>• Prepositions (locations)</li> <li>• The verb “aller”</li> <li>• The future proche</li> <li>• The verbs “prendre” and “boire”</li> <li>• Regular and irregular –ir verbs</li> <li>• The verb “faire”</li> </ul> </li> </ol>

Review (Continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>

Les Fêtes (Celebrations)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one celebrate in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> <li>1. The students will be able to describe parties in French by using vocabulary terms for people, party items, events, and occasions.                             <ul style="list-style-type: none"> <li>• The students will be able to identify 70% of party-related vocabulary terms on a given list.</li> <li>• The students will be able to give (say and spell) 70% of party-related vocabulary terms given orally or with pictures.</li> <li>• The students will be able to describe a picture of a party or their own celebration by using party-related vocabulary terms with 70% accuracy.</li> </ul> </li> <li>2. The students will be able to describe festivals in Francophone countries by researching "Carnaval."                             <ul style="list-style-type: none"> <li>• The students will be able to research and give at least three facts to describe "Carnaval".</li> <li>• The students will be able to research and give at least three places and occasions that "Carnaval" is celebrated.</li> </ul> </li> <li>3. The students will be able to point out people and items at a party by using demonstrative adjectives.                             <ul style="list-style-type: none"> <li>• The students will be able to list the four demonstrative adjectives and describe when they are used.</li> <li>• The students will be able to fill in blanks with demonstrative adjectives with 70% accuracy.</li> <li>• The students will be able to point out people and items in a photo showing a celebration by using demonstrative adjectives with 70% accuracy.</li> </ul> </li> <li>4. The students will be able to talk about what happened at a celebration by using the passé composé with the verb avoir.                             <ul style="list-style-type: none"> <li>• The students will be able to conjugate the verb avoir with 70% accuracy.</li> <li>• The students will be able to give past participles of given verbs with 70% accuracy.</li> <li>• The students will be able to determine situations that require the passé composé.</li> <li>• The students will be able to fill in blanks with the appropriate forms of the passé composé of verbs given with 70% accuracy.</li> <li>• The students will be able to tell what happened in a situation in a given photo with 70% accuracy.</li> <li>• The students will be able to discuss what happened to them in a situation with 70% accuracy.</li> </ul> </li> </ol>

Les Fêtes (Celebrations) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>5. The students will be able to discuss what people are wearing for a celebration by discussing clothing in French.</p> <ul style="list-style-type: none"> <li>• The students will be able to identify 70% of clothing vocabulary on a given list.</li> <li>• The students will be able to give (say and spell) 70% of clothing vocabulary given orally or with pictures.</li> <li>• The students will be able to describe a picture or their own celebration by clothing vocabulary with 70% accuracy.</li> <li>• The students will be able to use the verb porter with 70% accuracy.</li> </ul> <p>6. The students will be able to describe fashion in France by comparing it to that in the U.S.</p> <ul style="list-style-type: none"> <li>• The students will be able to research and give at least three opinions to summarize French fashion.</li> <li>• The students will be able to give at least two similarities and two differences between French and American fashion.</li> </ul> <p>7. The students will be able to discuss what people are doing with others by using indirect object pronouns.</p> <ul style="list-style-type: none"> <li>• The students will be able to give the six indirect object pronouns.</li> <li>• The students will be able to determine what indirect object pronouns replace given choices with 70% accuracy.</li> <li>• The students will be able to rewrite sentences by replacing indirect objects with pronouns with 70% accuracy.</li> <li>• The students will be able to create sentences that require indirect object pronouns with 70% accuracy.</li> </ul> <p>8. The students will be able to discuss more activities by using regular and irregular –re verbs.</p> <ul style="list-style-type: none"> <li>• The students will be able to list at least six regular –re verbs and three irregular –re verbs.</li> <li>• The students will be able to fill in blanks with appropriate forms of these verbs with 70% accuracy.</li> <li>• The students will be able to create sentences with these verbs to describe photos and celebrations with 70% accuracy.</li> </ul> <p>9. The students will be able to describe the regions of Aquitaine, the Pyrenees, and Languedoc-Roussillon by giving specific information about each region.</p> <ul style="list-style-type: none"> <li>• The students will be able to research and give four pieces of information about each region.</li> <li>• The students will be able to give at least three reasons why or why not they would like to visit these regions.</li> </ul>

Les Fêtes (Celebrations) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>            Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.            1.1 ~ Interpersonal Communication            1.2 ~ Interpretive Communication            1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>            Interact with cultural competence and understanding.            2.1 ~ Relating Cultural Practices to Perspectives            2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>            Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.            3.1 ~ Making Connections            3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>            Develop insight into the nature of language and culture in order to interact with cultural competence.            4.1 ~ Language Comparisons            4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>            Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.            5.1 ~ School and Global Communities            5.2 ~ Lifelong Learning</p>

En Vacances (Vacations and Travel)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one describe vacationing in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> <li>1. The students will be able to discuss vacations by giving activities, transportation, and destination vocabulary.                             <ul style="list-style-type: none"> <li>• The students will be able to identify 70% of vacation-related vocabulary terms.</li> <li>• The students will be able to give (say and spell) 70% of vacation-related vocabulary terms given orally and in pictures.</li> <li>• The students will be able to describe pictures and their own vacations by using related vocabulary with 70% accuracy.</li> </ul> </li> <li>2. The students will be able to describe the island of Tahiti by focusing on its connection to France.                             <ul style="list-style-type: none"> <li>• The students will be able to research and give at least five facts about the island of Tahiti.</li> <li>• The students will be able to research and give at least three connections between France and the island of Tahiti.</li> </ul> </li> <li>3. The students will be able to discuss where they went and what they did on vacation by using the passé composé with the verb être.                             <ul style="list-style-type: none"> <li>• The students will be able to list the seventeen verbs that take être instead of avoir as their helping verb.</li> <li>• The students will be able to conjugate the verb être with 70% accuracy.</li> <li>• The students will be able to give past participles with agreement of given verbs with 70% accuracy.</li> <li>• The students will be able to determine situations that require the passé composé.</li> <li>• The students will be able to fill in blanks with the appropriate forms of the passé composé of verbs given with 70% accuracy.</li> <li>• The students will be able to tell what happened on a vacation in a given photo with 70% accuracy.</li> <li>• The students will be able to discuss what happened to them on a vacation with 70% accuracy.</li> </ul> </li> <li>4. The students will be able to discuss items and people that are a part of their vacations by using direct object pronouns.                             <ul style="list-style-type: none"> <li>• The students will be able to list the six direct object pronouns.</li> <li>• The students will be able to determine what direct object pronouns replace given choices with 70% accuracy.</li> <li>• The students will be able to rewrite sentences by replacing direct objects with pronouns with 70% accuracy.</li> <li>• The students will be able to create sentences that require direct object pronouns with 70% accuracy.</li> </ul> </li> </ol>



En Vacances (Vacations and Travel) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>5. The students will be able to make hotel reservations by using appropriate vocabulary.</p> <ul style="list-style-type: none"> <li>• The students will be able to identify 70% of hotel-related vocabulary on a given list.</li> <li>• The students will be able to ask for information to make a reservation with 70% accuracy.</li> <li>• The students will be able to gather information and make hotel reservations by using related vocabulary with 70% accuracy.</li> </ul> <p>6. The students will be able to describe vacationing in France by comparing it to that in the U.S.</p> <ul style="list-style-type: none"> <li>• The students will be able to research and give at least two statements explaining time that people are given for vacation in France.</li> <li>• The students will be able to research and give at least two similarities and two differences between vacationing in France and in the U.S.</li> </ul> <p>7. The students will be able to discuss how often they vacation and other activities by using adverbs.</p> <ul style="list-style-type: none"> <li>• The students will be able to list at least six adverbs.</li> <li>• The students will be able to discuss activities with adverbs based on a calendar with 70% accuracy.</li> <li>• The students will be able to describe vacations by using adverbs to describe activities with 70% accuracy.</li> </ul> <p>8. The students will be able to describe what their vacation was like by using the imperfect.</p> <ul style="list-style-type: none"> <li>• The students will be able to describe situations where the imperfect can be used.</li> <li>• The students will be able to fill in blanks with given verbs conjugated in the imperfect with 70% accuracy.</li> <li>• The students will be able to describe what a vacation was like based on a picture using the imperfect tense with 70% accuracy.</li> <li>• The students will be able to describe their own vacations using the imperfect tense with 70% accuracy.</li> </ul> <p>9. The students will be able to describe the regions of Provence and les Alpes by giving specific information about each region.</p> <ul style="list-style-type: none"> <li>• The students will be able to research and give four pieces of information about each region.</li> <li>• The students will be able to give at least three reasons why or why not they would like to visit these regions.</li> </ul>

En Vacances (Vacations and Travel) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>

<p>Chez Nous (Home Life)</p>	
<p>CONTENT/KEY CONCEPTS</p>	<p>OBJECTIVES/STANDARDS</p>
<p>Essential Question: How would one discuss homes in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> <li>1. The students will be able to discuss parts of a house by using vocabulary for rooms and furniture.                             <ul style="list-style-type: none"> <li>• The students will be able to identify 70% of rooms and furniture on a given list.</li> <li>• The students will be able to give (say and spell) 70% of rooms and furniture given orally and in pictures.</li> <li>• The students will be able to describe pictures and their own homes by using related vocabulary with 70% accuracy.</li> </ul> </li>   <li>2. The students will be able to describe housing in France by comparing it to that in the U.S.                             <ul style="list-style-type: none"> <li>• The students will be able to research and give at least three different kinds of housing in France.</li> <li>• The students will be able to research and give at least two similarities and two differences between housing in France and in the U.S.</li> </ul> </li>   <li>3. The students will be able to use both the passé composé and the imperfect by determining when it is appropriate to use both.                             <ul style="list-style-type: none"> <li>• The students will be able to list at least five uses for the passé composé.</li> <li>• The students will be able to list at least three uses for the imperfect.</li> <li>• The students will be able to complete sentences with verbs correctly conjugated in the passé composé and the imperfect with 70% accuracy.</li> <li>• The students will be able to determine whether the passé composé or imperfect is appropriate in situations with 70% accuracy.</li> <li>• The students will be able to describe where they lived as a child by using verbs in the passé composé and imperfect with 70% accuracy.</li> </ul> </li>   <li>4. The students will be able to discuss activities in the home by listing chores and items needed for chores.                             <ul style="list-style-type: none"> <li>• The students will be able to identify 70% of chores and household items on a given list.</li> <li>• The students will be able to give (say and spell) 70% of chores and household items given orally and in pictures.</li> <li>• The students will be able to describe what chores are done and by whom in their own homes by using related vocabulary with 70% accuracy.</li> </ul> </li> </ol>

<p>Chez Nous (Home Life) Continued</p>	
<p>CONTENT/KEY CONCEPTS</p>	<p>OBJECTIVES/STANDARDS</p>
	<p>5. The students will be able to discuss the inside of French homes by comparing them to those in the U.S.</p> <ul style="list-style-type: none"> <li>• The students will be able to research and give at least five items that are usually found in French homes.</li> <li>• The students will be able to research and give at least two similarities and two differences between the inside of French homes and American homes.</li> </ul> <p>6. The students will be able to discuss knowing people and information by using the verbs "savoir" and "connaître."</p> <ul style="list-style-type: none"> <li>• The students will be able to explain how the two verbs differ.</li> <li>• The students will be able to fill in blanks with the correct conjugations of these two verbs with 70% accuracy.</li> </ul> <p>7. The students will be able to describe the regions of Alsace and la Lorraine by giving specific information about each region.</p> <ul style="list-style-type: none"> <li>• The students will be able to research and give four pieces of information about each region.</li> <li>• The students will be able to give at least three reasons why or why not they would like to visit these regions.</li> </ul>

<p>Chez Nous (Home Life) Continued</p>	
<p><b>CONTENT/KEY CONCEPTS</b></p>	<p><b>OBJECTIVES/STANDARDS</b></p>
	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>

La Nourriture (Food)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>Essential Question: How does one make purchases at a French market?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> <li>1. The students will be able to describe food items at a market by using French vocabulary and a knowledge of meal.                             <ul style="list-style-type: none"> <li>• The students will be able to identify 70% of food items on a given list.</li> <li>• The students will be able to give (say and spell) 70% of food items given orally and in pictures.</li> <li>• The students will be able to describe pictures and their own meals by using related vocabulary with 70% accuracy.</li> </ul> </li> <li>2. The students will be able to describe the word "la gastronomie" by defining the term and giving examples.                             <ul style="list-style-type: none"> <li>• The students will be able to research and define the term "gastronomie."</li> <li>• The students will be able to research and give three examples of "gastronomie."</li> </ul> </li> <li>3. The students will be able to talk about recently passed events by using the verb venir and the recent past.                             <ul style="list-style-type: none"> <li>• The students will be able to fill in blanks with the correct forms of the verb venir with 70% accuracy.</li> <li>• The students will be able to change present sentences to the recent past with 70% accuracy.</li> <li>• The students will be able to describe pictures and talk about their own activities by using the recent past with 70% accuracy.</li> </ul> </li> <li>4. The students will be able to specify time frames by using formations with depuis, pendant, and il y a.                             <ul style="list-style-type: none"> <li>• The students will be able to differentiate between using depuis, pendant, and il y a with 70% accuracy.</li> <li>• The students will be able to express specific time frames for their own lives by using these items with 70% accuracy.</li> </ul> </li> <li>5. The students will be able to specify market items that they need, want, and are able to buy by using the verbs devoir, vouloir, and pouvoir.                             <ul style="list-style-type: none"> <li>• The students will be able to fill in blanks with the correct forms of these verbs with 70% accuracy.</li> <li>• The students will be able to describe what they and others need to, want to, and are able to do by using these verbs with 70% accuracy.</li> </ul> </li> </ol>

La Nourriture (Food) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>6. The students will be able to discuss parts of a meal by using French vocabulary.</p> <ul style="list-style-type: none"> <li>• The students will be able to list the parts of a French meal in the correct order.</li> <li>• The students will be able to tell what French people eat for specific parts of a meal.</li> <li>• The students will be able to tell what they eat for specific parts of a meal.</li> </ul> <p>7. The students will be able to describe meals in France by comparing them to those in the U.S.</p> <ul style="list-style-type: none"> <li>• The students will be able to research and describe the meals eaten throughout the day in France.</li> <li>• The students will be able to research and give two similarities and three differences between meals in France and in the U.S.</li> </ul> <p>8. The students will be able to compare food, meals, and other items by using comparatives and superlatives of adjectives and adverbs.</p> <ul style="list-style-type: none"> <li>• The students will be able to compare items in pictures by using the comparative with 70% accuracy.</li> <li>• The students will be able to compare items of their choice by using the comparative with 70% accuracy.</li> <li>• The students will be able to differentiate between the comparative and the superlative.</li> <li>• The students will be able to compare items in pictures by using the superlative with 70% accuracy.</li> <li>• The students will be able to compare items of their choice by using the superlative with 70% accuracy.</li> </ul> <p>9. The students will be able to discuss people and things at a meal by using both direct and indirect object pronouns together.</p> <ul style="list-style-type: none"> <li>• The students will be able to list the direct and indirect object pronouns.</li> <li>• The students will be able to list these pronouns in the order in which they would appear in phrases.</li> <li>• The students will be able to rewrite sentences with direct and indirect object pronouns with 70% accuracy.</li> <li>• The students will be able to create their own sentences with direct and indirect object pronouns with 70% accuracy.</li> </ul> <p>10. The students will be able to describe the regions of Bourgogne and Franche-Comté by giving specific information about each region.</p> <ul style="list-style-type: none"> <li>• The students will be able to research and give four pieces of information about each region.</li> <li>• The students will be able to give at least three reasons why or why not they would like to visit these regions.</li> </ul>

La Nourriture (Food) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>



La Santé (Health)	
<b>CONTENT/KEY CONCEPTS</b>	<b>OBJECTIVES/STANDARDS</b>
<p>Essential Question: How does one discuss health in France?</p>	<p>Specific Learning Objectives (70% is minimum that must be achieved):</p> <ol style="list-style-type: none"> <li>1. The students will be able to discuss their morning routine by using reflexive verbs and items that they use.                             <ul style="list-style-type: none"> <li>• The students will be able to list at least ten reflexive verbs that can be used to describe a daily routine.</li> <li>• The students will be able to give all six reflexive pronouns.</li> <li>• The students will be able to fill in blanks with the correct forms of reflexive verbs with 70% accuracy.</li> <li>• The students will be able to describe pictures and their own daily routines by using reflexive verbs with 70% accuracy.</li> </ul> </li> <li>2. The students will be able to discuss healthcare in France by comparing it to that in the U.S.                             <ul style="list-style-type: none"> <li>• The students will be able to research and give at least four facts about healthcare in France.</li> <li>• The students will be able to research and give at least two similarities and three differences between health care in France and in the U.S.</li> </ul> </li> <li>3. The students will be able to use reflexive verbs by using these verbs in different tenses.                             <ul style="list-style-type: none"> <li>• The students will be able to list at least ten other reflexive verbs that are not used to describe daily routines.</li> <li>• The students will be able to fill in blanks with the correct present tense forms of reflexive verbs with 70% accuracy.</li> <li>• The students will be able to fill in blanks with the correct past tense forms of reflexive verbs with 70% accuracy.</li> <li>• The students will be able to describe pictures and their own lives by using reflexive verbs in different tenses with 70% accuracy.</li> </ul> </li> <li>4. The students will be able to discuss health issues by using French vocabulary.                             <ul style="list-style-type: none"> <li>• The students will be able to identify 70% of health issues on a given list.</li> <li>• The students will be able to give (say and spell) 70% of health issues given orally and in pictures.</li> <li>• The students will be able to describe pictures and their own health by using related vocabulary with 70% accuracy.</li> </ul> </li> <li>5. The students will be able to describe social security in France by comparing it to that in the U.S.                             <ul style="list-style-type: none"> <li>• The students will be able to research and give at least four facts about Social Security in France.</li> <li>• The students will be able to research and give at least two similarities and three differences between social security in France and in the U.S.</li> </ul> </li> </ol>

La Santé (Health) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>6. The students will be able to be able to create more concise sentences by using the pronouns y and en.</p> <ul style="list-style-type: none"><li>• The students will be able to differentiate between the pronouns y and en.</li><li>• The students will be able to fill in blanks correctly with the pronouns y and en with 70% accuracy.</li><li>• The students will be able to rewrite sentences with the pronouns y and en with 70% accuracy.</li><li>• The students will be able to create their own sentences with the pronouns y and en with 70% accuracy.</li></ul> <p>7. The students will be able to describe the country of Switzerland by giving specific information about the country and its ties to France.</p> <ul style="list-style-type: none"><li>• The students will be able to research and give at least ten facts about the country of Switzerland.</li><li>• The students will be able to research and give at least five connections between Switzerland and France.</li></ul>

La Santé (Health) Continued	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p><b><u>COMMUNICATION</u></b>                      Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.                      1.1 ~ Interpersonal Communication                      1.2 ~ Interpretive Communication                      1.3 ~ Presentational Communication</p> <p><b><u>CULTURES</u></b>                      Interact with cultural competence and understanding.                      2.1 ~ Relating Cultural Practices to Perspectives                      2.2 ~ Relating Cultural Products to Perspectives</p> <p><b><u>CONNECTIONS</u></b>                      Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career related situations.                      3.1 ~ Making Connections                      3.2 ~ Acquiring Information and Diverse Perspectives</p> <p><b><u>COMPARISONS</u></b>                      Develop insight into the nature of language and culture in order to interact with cultural competence.                      4.1 ~ Language Comparisons                      4.2 ~ Cultural Comparisons</p> <p><b><u>COMMUNITIES</u></b>                      Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.                      5.1 ~ School and Global Communities                      5.2 ~ Lifelong Learning</p>