

## SAMPLE PACING GUIDE FOR FRENCH LEVEL II



### LEVEL 2: AP THEMES AND SUBTHEMES

- Families & Communities: Customs and ceremonies, typical meals, friendship & love, formal and informal registers (*e.g. sweet sixteen; speaking to members of the family vs. people in the community; shaking hands vs. hugs or kisses*)
- Global Challenges: Geography and health issues (*e.g. Countries and regions where language is spoken; compare and contrast common diseases and health standards*).
- Contemporary Life: Holidays and Celebrations; Housing and shelter (*e.g. 4th of July, Thanksgiving; parts of the house, typical housing types*)
- Science & Technology: The new media, social impact of technology, transportation (*e.g. iphones, apps, social media; methods of transportation*)

### LEVEL 2: ESSENTIAL QUESTIONS FOR ASSESSMENT AND LEARNING EXPERIENCES

- What skills are necessary to sustain speech for a presentation?
- How is it different to carry on an impromptu vs. a prepared conversation?
- Why are structure and grammar important when writing a persuasive idea or argument?
- What are the necessary elements when writing to a variety of people across different cultures?
- What role does reading play in developing language skills?
- How does learning a language help us understand other academic and vocational subjects?
- How can technology be used to facilitate or vary learning experiences?
- What are the necessary elements of proper writing and speaking for a variety of purposes?
- What roles do the target language and culture play in Albemarle County and U.S. society?
- How does the target language assist in becoming a well-informed citizen?
- How does learning another language help us to better understand our own?
- In what ways do our lifestyles differ from those of other cultures?

### LEVEL 2: SUGGESTED GRAMMAR TO BE EXPLORED THROUGHOUT THIS COURSE

- Formal/informal register
- Knowledge of present, past and near future tenses
- Possession
- Basic conjunctions/prepositions
- Reflexive verbs/pronouns
- Indirect object pronouns
- Agreement: subject/verb, noun/article/adjective
- Interrogatives

1 <sup>st</sup> QUARTER	CONTEMPORARY LIFE: HABITS & TRANSPORTATION
<b>COMMUNICATION GOALS</b>	<ul style="list-style-type: none"> <li>● <b>Speaking</b> <ul style="list-style-type: none"> <li>○ <u>Informal</u>: Participates in brief conversations with peers and other sympathetic learners; narrates in the present, past, and future time frames.</li> </ul> </li> <li>● <b>Writing</b> <ul style="list-style-type: none"> <li>○ <u>Informal</u>: writes responding to e-mails, text messages, letters responding to questions, asking questions and formulates casual dialogue commonly found in these modes of communication utilizing present, past and future time frames.</li> </ul> </li> <li>● <b>Listening</b>: Demonstrate comprehension of information in directions, instructions, interactions</li> <li>● <b>Reading</b>: Demonstrate an understanding of adapted texts in a variety of ways. Can demonstrate understanding of text by: identifying main ideas, and responding to questions</li> </ul>
<b>AP THEMES</b> Contemporary life Science & Technology	DAILY ROUTINES HOUSING AND SHELTER (e.g. rooms & furniture) TRANSPORTATION (e.g. directions, places, etc.)
<b>ESSENTIAL QUESTIONS</b>	<ul style="list-style-type: none"> <li>● What are some significant contributions to the technology of transportation and new media by the target culture?</li> <li>● Why are there differences in the transportation types used across cultures?</li> <li>● What are some of the similarities and differences between American and the target culture in the AP themes addressed in this quarter?</li> </ul>
<b>PROJECTS &amp; ACTIVITIES</b>	<ul style="list-style-type: none"> <li>● Design your ideal home</li> <li>● One (future) crazy day (contrasting a normal day of the student with the crazy day the student just had or will have)</li> <li>● Transportation/housing across cultures</li> <li>● Given a budget, research rental properties in a French speaking country where you might live for a year. <a href="#">Craigslist</a> has sites for many places in France and francophone countries.</li> <li>● Hide-and-go-seek (student teams try to locate an item that has been hidden by another student team within a defined area by using the directions prepared by the team that hid the item)</li> </ul>
<b>SAMPLE ASSESSMENTS</b>	<u>Formative</u> : <ul style="list-style-type: none"> <li>● Describe home/picture of house</li> <li>● Give directions (oral/written)</li> <li>● Describe a day (oral/written)</li> </ul>

- Draw what is heard

**Summative:**

- Scripted conversation
- Write/reply to an e-mail
- Follow oral directions
- Complete graphic organizer based on text/listening

**DIGITAL RESOURCES**

*Daily Routines*

**Ma journée habituelle**

<https://www.youtube.com/watch?v=iS5zjpkAQxo>

Very clear French with corresponding real life images.

**Les activités quotidiennes du petit Éric**

[https://www.youtube.com/watch?v=TCJHo56nC6E&ebc=ANyPxKq7bGGRuXlgzCkhZE9AH\\_7JnXdhbLXONIHQAYh-T7Yiue2rAKWraf3Aj4wERA-ZccjlqeJY\\_zeXsgKjaQLKoo3us8ptw](https://www.youtube.com/watch?v=TCJHo56nC6E&ebc=ANyPxKq7bGGRuXlgzCkhZE9AH_7JnXdhbLXONIHQAYh-T7Yiue2rAKWraf3Aj4wERA-ZccjlqeJY_zeXsgKjaQLKoo3us8ptw)

Entertaining video of a baby's typical day.

**Verbes pronominaux - Verbes du quotidien - Partie A (reflexive verbs - daily actions)**

<https://www.youtube.com/watch?v=fiq9ZXWTewc>

Clear, slow French with corresponding cartoon drawings.

**Learn French - My daily routine / typical day conversation video**

<https://www.youtube.com/watch?v=qiFgeLnFCnw>

Speaks 90 seconds about her daily activities with times, then asks comprehension questions and gives answers in English.

*Transportation*

**Les moyens de transport en France**

<https://www.youtube.com/watch?v=G19JOKEGbm>

Key words are highlighted, but French is a bit advanced for level 2.

**La sécurité dans les transports - Dessin animé éducatif Genikids**

<https://www.youtube.com/watch?v=0DaxPsMJBaU>

French comprehensible. Good for learning common idiomatic expressions.

**French lessons for children (transportation)**

<https://www.youtube.com/watch?v=yXBYZEBURRI>

A bit elementary, but useful for introducing modes of transportation and pronunciation

**Dialogue - les modes de transport français**

[https://www.youtube.com/watch?v=-307tN\\_Grml](https://www.youtube.com/watch?v=-307tN_Grml)

Conversation where a person suggests different ways to travel – made for language learners.

### **Les moyens de transport à Grenoble**

<https://www.youtube.com/watch?v=8iAWzs4UCiU>

No spoken French, but show different ways to get to school and good views of city.

### *Housing & Shelter*

#### **Apprendre le vocabulaire de la maison**

<https://www.youtube.com/watch?v=4V2srYL1VC0>

Video for French little ones, but has good questions in French after introducing the rooms.

#### **Achat Vente Visite Vidéo Maison 6 pièces Epinay sous Sénart Era immobilier**

<https://www.youtube.com/watch?v=yqLi008Enmg>

### *Grammar*

#### **video for fr. 3 or 4 - couple finds house in Provence to buy**

<https://www.youtube.com/watch?v=pk5bOtFycK0>

This is Language Videos (Login Required)

#### *Daily Routines*

[https://www.thisislanguaqe.com/school/browse/video\\_search](https://www.thisislanguaqe.com/school/browse/video_search)

- Under “daily routine” tab, you’ll get 3 sets of videos asking about daily, morning, and evening routines. All with 1-3 stars are useful for level 2.

#### *Transportation*

[https://www.thisislanguaqe.com/school/browse/video\\_search](https://www.thisislanguaqe.com/school/browse/video_search) :

- video on public transportation in region: 2650
- videos asking if about preference to get around: train or car? 2730, 697, 698
- videos asking about preference to travel: 713-720

#### *Housing & Shelter*

[https://www.thisislanguaqe.com/school/browse/video\\_search](https://www.thisislanguaqe.com/school/browse/video_search)

- videos asking to describe one’s home: 3482, 2666

[https://www.thisislanguaqe.com/school/browse/video\\_search](https://www.thisislanguaqe.com/school/browse/video_search)

- Under “household tasks” tab, you’ll find 2 sets of videos asking about what one does to help out at home and most

detested chores. All with 1-3 stars are useful for level 2.

2 <sup>nd</sup> QUARTER	TECHNOLOGY & TRADITIONS
<b>COMMUNICATION GOALS</b>	<ul style="list-style-type: none"><li>● <b>Speaking</b><ul style="list-style-type: none"><li>○ <u>Formal</u>: Presents information orally in simple sentences and paragraphs; narrates in the past, present and future time frames (e.g. oral presentations, storytelling, plays)</li><li>○ <u>Informal</u>: Participates in brief conversations with peers and other sympathetic learners; narrates in the present, future and past time frames.</li></ul></li><li>● <b>Writing</b><ul style="list-style-type: none"><li>○ <u>Formal</u>: writes utilizing multi-paragraph construction that employs main ideas and supporting details to compare and contrast and/or narrate an original creative story utilizing present, past and future time frames.</li><li>○ <u>Informal</u>: writes responding to e-mails, text messages, letters responding to questions, asking questions and formulates casual dialogue commonly found in these modes of communication utilizing present, past and future time frames.</li></ul></li><li>● <b>Listening</b>: Demonstrate comprehension of information in directions, instructions, interactions, and classroom presentations on familiar and new topics, with contextual and visual support</li><li>● <b>Reading</b>: Demonstrate an understanding of adapted and authentic texts in a variety of ways. Can demonstrate understanding of text by: identifying main ideas and responding to questions</li></ul>
<b>AP THEMES:</b> CONTEMPORARY LIFE SCIENCE AND TECHNOLOGY	NEW MEDIA/TECHNOLOGY/SOCIAL IMPACT OF TECHNOLOGY HOLIDAYS AND CELEBRATIONS
<b>ESSENTIAL QUESTIONS</b>	<ul style="list-style-type: none"><li>● How can contemporary technological products and applications in multimedia be used to enhance our understanding of the target culture?</li><li>● What are some of the similarities and differences between American and the target culture in the AP themes addressed in this quarter?</li></ul>
<b>PROJECTS &amp; ACTIVITIES</b>	<ul style="list-style-type: none"><li>● Have students describe themselves by filling-in a Facebook-style profile template</li><li>● Using Twitter, have students browse accounts (media, tourism, etc.) related to a specific francophone country to identify current issues/what is trending in that area</li></ul>

	<ul style="list-style-type: none"> <li>• After reviewing one or two of the videos on technology and or an article have students use Twitter, Today’s Meet, Blackboard blog to post questions</li> <li>• Using a class Twitter account, have students write to a public figure they have studied in class</li> <li>• Use Skype, Twitter chat, etc. to communicate with a class in another part of the world</li> <li>• Create/Invent an App - be able to develop an idea for an app, use basic technology vocabulary to discuss potential app</li> <li>• Create greeting cards in French celebrating a holiday in the French-speaking world</li> <li>• Using an authentic recipe, prepare a dish related to holiday you’ve studied: make crêpes for la Chandeleur, a Caribbean dish for the Fête des Cuisinières, a Bûche de Noël for Christmas, etc.</li> <li>• Create a class calendar - each group is in charge of a specific celebration and must create a mini-lesson. Students must choose different countries and provide information about a Holiday specific to that country.</li> <li>• <b>Activity:</b> <u>This is Language</u> Videos</li> </ul>
<p><b>SAMPLE ASSESSMENTS</b></p>	<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Midterm</li> <li>• Jigsaw reading (read, explain, document)</li> <li>• Obtain information through social media</li> <li>• Project: Target culture holiday (research/present/compare and contrast to American holiday)</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Tell/write story of picture(s)</li> <li>• Give written/oral account of a celebration</li> <li>• Answer written/oral questions about text/presentation</li> </ul>
<p><b>RESOURCES</b></p>	<p><u>Digital Resources</u></p> <p><i>Science &amp; Technology</i></p> <ul style="list-style-type: none"> <li>• <a href="#"><u>Twitter pour les nuls</u></a> <i>Not much spoken language, but very easy to follow because of written language and English terms («Tu me follow ? »)</i></li> <li>• <a href="#"><u>#freshnews: Google glass, Twitter, Netflix en France</u></a> <i>A wealth of information on technology in France, but VERY high level of language would require very simple tasks. (You could also isolate any one section. Netflix news would probably be easier and more interesting for them.)</i></li> <li>• <a href="#"><u>La publicité arrive sur Instagram en France</u></a> <i>Changes to Instagram in France This can open into a conversation on the business of social media (selling products and personal information)</i></li> <li>• <a href="#"><u>Cyprien—Snapchat</u></a> <i>A French YouTube celebrity’s issues with Snapchat. Funny, but maybe a little too edgy???</i></li> <li>• <a href="#"><u>Les 50 Chiffres à connaître sur les médias sociaux en 2016</u></a> <i>A fascinating look at social media, both in France and throughout the world, by the numbers. Full of information, but easily accessible.</i></li> <li>• <a href="#"><u>Les 10 Commandements du telephone intelligent</u></a> <i>French Canadian list of cell phone « thou shalt not »s Text that can</i></li> </ul>

lead to a conversation about how smartphones have changed how we interact with each other

### Holidays and Celebrations

#### La Chandeleur

- [La Recette des Crêpes: Comptine pour la Chandeleur](#) animated authentic video/song about making crêpes
- [Learn French Holidays : Chandeleur](#) An introduction to Chandeleur made for French classes, subtitled in French and English
- [Lima: "Chandeleur"](#) pop song about making crêpes for Chandeleur, more complicated but with a catchy refrain

#### La Fête des Cuisinières (Guadeloupe)

- [La Fête des Cuisinières](#) short travel guide entry explaining the celebration
- [La Fête des Cuisinières](#) authentic video with complicated language, would require simple tasks

#### Noël en France

- [Learn French Holidays : Noël](#) Short video made for language learners, subtitled in French and English
- [Les Santons de Provence](#) Written language and video showing santons and explaining their meaning and history
- [Aubagne: La Foire aux santons](#) authentic news clip showing a foire aux santons Difficulty of language would require simple tasks
- [Le Menu de Noël](#) Written language and video of how to prepare a French Christmas dinner (6 minutes, but can select one dish)
- [Recette pour faire une bûche de Noël](#) Written language and video showing how to make a bûche de Noël
- [La Table de Noël](#) Setting the table for Christmas in Provence

#### La Saint-Jean (Québec)

- ["Faut Fêter ça"](#) Louise Forestier's song about the holiday with photos of Saint-Jean celebrations
- [Hymne à Québec](#) Pop song written for Québec City (talks about sites, history, etc.)
- [La Fête Nationale du Québec](#) Official website including trivia games, a schedule of events and a countdown to la Saint-Jean

### This is Language Videos (Login Required)

#### Science & Technology

- Apple ou Google? Pourquoi? [Video 361](#) (easier), [video 2585](#) (harder)
- [Décris ta relation avec Facebook](#) Video 379 (level 3 so slightly more difficult)
- [Qu'est-ce que tu utilises le plus sur internet](#) video 435 (level 3, but clear and with cognates)
- [Smartphone ou mobile normal ?](#) video 404 (very basic, level 1)

#### Holidays and Celebrations

- [Qu'est-ce que tu as fait cette année pour fêter ton anniversaire ?](#) Video 267 (level 3 but abordable)
- [Qu'est-ce que tu as fait pendant les fêtes de Noël?](#) Video 312 (Christmas as a family holiday vs. with friends)

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3 <sup>rd</sup> QUARTER	FAMILIES & COMMUNITIES
<b>COMMUNICATION GOALS</b>	<ul style="list-style-type: none"> <li>● <b>Speaking</b> <ul style="list-style-type: none"> <li>○ <u>Formal</u>: Presents information orally in simple sentences and paragraphs; narrates in the present, future and past time frames (e.g. oral presentations, storytelling, plays)</li> <li>○ <u>Informal</u>: Participates in brief conversations with peers and other sympathetic learners; narrates in the present, future and past time frames.</li> </ul> </li> <li>● <b>Writing</b> <ul style="list-style-type: none"> <li>○ <u>Formal</u>: writes utilizing multi-paragraph construction that employs main ideas and supporting details to compare and contrast and/or narrate an original creative story utilizing present, past and future time frames.</li> <li>○ <u>Informal</u>: writes responding to e-mails, text messages, letters responding to questions, asking questions and formulates casual dialogue commonly found in these modes of communication utilizing present, past and future time frames.</li> </ul> </li> <li>● <b>Listening</b>: Demonstrate comprehension of information in directions, instructions, interactions, and classroom presentations on familiar and new topics, with contextual and visual support</li> <li>● <b>Reading</b>: Demonstrate an understanding of adapted and authentic texts in a variety of ways. Can demonstrate understanding of text by: identifying main ideas, responding to questions, and summarizing</li> </ul>
<b>AP THEMES:</b> Families and Communities	LOVE, FRIENDSHIPS AND RELATIONSHIPS CUSTOMS AND CEREMONIES FOOD
<b>ESSENTIAL QUESTIONS</b>	<ul style="list-style-type: none"> <li>● What are the defining customs and ceremonies in communities that use the target language?</li> <li>● What is contemporary life like in communities that use the target language?</li> <li>● How do people change their form of speech to address different people in their families and communities?</li> <li>● What do differences in writing styles across languages tell us about the relative formality of a culture?</li> <li>● How can we benefit from some of the cultural values and perspectives of communities that use the target language?</li> <li>● What are some of the similarities and differences between American and the target culture in the AP themes</li> </ul>



	addressed in this quarter?
<b>PROJECTS &amp; ACTIVITIES</b>	<p><b>Projects and Activities:</b></p> <p>Mardi Gras/Carnaval – Groups will present information on the celebration of Mardi Gras/Carnaval in specific francophone regions (Québec, Nice, Belgium, New Orleans, and Martinique) A digital newspaper source must be used.</p> <p>Food Project – Mardi Gras groups will present a dish indicative of their francophone regions – This will coincide with Carnaval season. Students will be assessed on presentation, plating, and taste of the dish.</p> <p>Activity - Le Jour de la St. Valentin – Create original cards with four lines describing friendship and/or love</p> <p>Activity – Poetry recitation – Students must present with poetic rhythm and inflection. Teacher can decide if poem should be memorized or not. (AMOUR par Anne Hébert or a poem by Victor Hugo.)</p> <p>Activity – Dining etiquette – France vs. United States – Compare and Contrast. Include vocabulary for utensils, etc.</p> <p>Activity – E-mail assignment – Write an e-mail explaining what your family did for Easter. Describe the actions using the passé composé. Ask your friend if they celebrate Easter and if any special events happen or if a special meal is prepared. (Include thematic vocabulary: un oeuf, les Paques, le lapin, etc.)</p> <p>Activity – Create a TPRS scene focusing on Mardi Gras/Valentine’s Day/St. Patrick’s Day/Easter</p> <p>Activity – THIS IS LANGUAGE VIDEOS – Individual listening practice or whole group listening comprehension</p>
<b>SAMPLE ASSESSMENTS</b>	<p><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>● Oral Interviews – Several students each week – Two questions – Quick assessment. Example: Qu’est-ce que tu as fait ce week-end passé? And Pourquoi est-ce que tu as des problèmes avec ton frère?</li> <li>●</li> <li>● Timed writing samples – Once a week for ten minutes. Students have a topic. They have two minutes to brainstorm their ideas and then they write for 10 minutes. Fairfax writing rubrics used for scoring. (or AP rubrics)</li> <li>● Record the poetry recitations using Audacity and drop into Google Classroom.</li> <li>● Students write original poems. Fairfax County writing rubrics used for scoring. (or AP rubrics)</li> <li>● Listening Assessment – LA DANSE DE MARDI GRAS by the Balfa Brothers (Youtube) – Group discussion about the</li> </ul>

style of music/instruments and the influence of Cajun music. Research Canadian folk music for Mardi Gras.

- Vocabulary Assessments – Vocabulary lists – Have students draw the vocabulary or write phrases using the vocabulary – or both.
- Example: un Coeur (They can draw it or write a phrase using the word)

**Summative**

- End of course performance task

**RESOURCES**

Digital Resources

Thisislanguage.com

<https://www.thisislanguage.com/index.php?cb=1459282459>

CONJUGUEMOS.com

<https://conjugemos.com/>

NEWSPAPERS:

Lemonde.fr

<http://www.lemonde.fr/>

Lefigaro.fr

<http://www.lefigaro.fr/>

FRENCH.ABOUT.COM

<http://french.about.com/>

FRENCH.LOVETOKNOW.COM

[http://french.lovetoknow.com/Main\\_Page](http://french.lovetoknow.com/Main_Page)

[WWW.EASY-FRENCH-FOOD.COM](http://WWW.EASY-FRENCH-FOOD.COM)

BLOGS.TRANSPARENT.COM/FRENCH

<http://blogs.transparent.com/french/>

Fr.ver-taal.com – good exercises and auditory hints. Also has thematic lists of vocabulary

<http://fr.ver-taal.com/>

4 <sup>th</sup> QUARTER	GLOBAL CHALLENGES: HEALTH and GEOGRAPHY / TRAVEL
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>● <b>Speaking</b> <ul style="list-style-type: none"> <li>○ <u>Formal</u>: Presents information orally in simple sentences and paragraphs; narrates in the present, future and past time frames</li> <li>○ <u>Informal</u>: Participates in brief conversations with peers and other sympathetic learners; narrates in the present, future and past time frames.</li> <li>○ <u>Proficiency</u>: Demonstrates skills necessary to sustain extended oral exchanges in the TL at a level of <b>Novice High</b> on the ACTFL proficiency guideline.</li> </ul> </li> <li>● <b>Writing</b> <ul style="list-style-type: none"> <li>○ <u>Formal</u>: writes utilizing multi-paragraph construction that employs main ideas and supporting details to compare and contrast and/or narrate an original creative story utilizing present, past and future time frames.</li> <li>○ <u>Informal</u>: writes in response to e-mail, text messages, and letters; responds to and asks questions and formulates casual dialogue commonly found in these modes of communication utilizing present, past and future time frames.</li> <li>○ <u>Proficiency</u>: Demonstrates skills necessary to sustain extended written exchanges in the TL at a level of <b>Novice High</b> on the ACTFL proficiency guideline.</li> </ul> </li> <li>● <b>Listening</b>: Demonstrates comprehension of information in directions, instructions, interactions, and classroom presentations on familiar and new topics, with contextual and visual support. Understands spoken text at a level of <b>Novice High</b> on the ACTFL proficiency guideline.</li> <li>● <b>Reading</b>: Demonstrates an understanding of adapted and authentic texts in a variety of ways. Can demonstrate understanding of text by identifying main ideas, responding to questions, and summarizing. Understands printed text at a level of <b>Novice High</b> on the ACTFL proficiency guideline.</li> </ul>
<b>AP THEMES:</b> GLOBAL CHALLENGES	GEOGRAPHY (e.g. countries and capitals) and TRAVEL HEALTH ISSUES
ESSENTIAL QUESTIONS	<ul style="list-style-type: none"> <li>● What are the defining health concerns faced by countries and regions that use French as a primary language?</li> <li>● How does geography influence perspectives, products, and practice of life and travel in French-speaking areas?</li> <li>● What are some of the similarities and differences in health habits and travel practices between Americans and citizens of some French-speaking countries and regions?</li> </ul>
PROJECTS & ACTIVITIES	<p><b>Project:</b> This is how I take care of myself compared to What I should do to take care of myself can be a poster or small book.</p> <p><b>Project:</b> Body part book, Pick a body part or organ write a book with pictures describing what that body part does for the body and its needs and or what we should do to keep it strong. etc.</p>

	<p><b>Activity:</b> Read a provided article about a current health issue - use either Today's Meet, Twitter, or Blackboard conversation questions and have students discuss either online on blackboard or in class in groups.</p> <p><b>Activity:</b> Scavenger hunt - students or teacher can write directions to different (willing participant teachers) classrooms or offices in building to collect clues to the next location first to finish win a prize all finisher can get a lesser prize.</p> <p><b>Activity:</b> <a href="#">This is Language</a> Videos</p>
<p><b>SAMPLE ASSESSMENTS</b></p>	<p><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>· Maintain a reading journal while reading texts or news articles about health or geography/travel</li> <li>· Ask and respond to classmates about well-being each day</li> <li>· Create a news publication reporting an accident that took place in the world or local community</li> </ul> <p><b><u>Summative</u></b></p> <ul style="list-style-type: none"> <li>· Create a brochure about things visitors from France will do when they visit Charlottesville; compare content with brochures and texts about Besançon, Charlottesville's sister city</li> <li>· Prepare and present a scene about an imagined health experience in another country's health system after researching healthcare abroad.</li> <li>· End of Course Performance Task</li> <li>· Midterm and final exam or project</li> </ul>
<p><b>DIGITAL RESOURCES</b></p>	<p><i>Health</i></p> <ul style="list-style-type: none"> <li>● <a href="#">The food pyramid</a></li> <li>● <a href="#">Smoking ban in France</a></li> <li>● <a href="#">Physical training in France</a></li> </ul> <p><i>Geography and Travel</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Besançon, Charlottesville's sister city</a></li> <li>● <a href="#">A selection of castles in France</a></li> <li>● <a href="#">What to do in France</a></li> <li>● <a href="#">The 13 regions of France (from 2016) and their capitals</a></li> <li>● <a href="#">Interactive quiz: The 22 regions of France (through 2015)</a></li> <li>● <a href="#">A map of the French-speaking world</a></li> <li>● <a href="#">The ten countries with the most French speakers</a></li> </ul> <p><a href="#">This is Language</a> Videos (Login Required)</p> <p><i>Health</i></p> <ul style="list-style-type: none"> <li>● <a href="#">Are you for or against fast food?</a></li> <li>● <a href="#">Did you do more physical activity when you were younger? Why?</a></li> <li>● <a href="#">Is there pressure on young people to adopt a healthy lifestyle?</a></li> </ul>

- [Do you smoke? Why or why not?](#)
- [What is the best reason not to smoke?](#)
- [Must one choose between living the good life or living healthfully?](#)
- [What physical activity do you expect to do this week?](#)
- [What do you do when you feel sick?](#)
- [What happened the last time you were injured when you were doing an activity?](#)
- [Do you expect to eat 5 servings of fruits and vegetables today? Why or why not?](#)
- [What did you eat at home last night?](#)
- [What is your favorite meal?](#)
- [What sports do you like?](#)
- [What sports or exercise will you do this week?](#)

*Geography and Travel*

- [Do you prefer the mountains or the beach? Why?](#)
- [What do you pack for vacations? Why?](#)
- [What do you do on vacation?](#)
- [Where did you go on vacation last year?](#)
- [Do you like to travel somewhere new, or somewhere you know well?](#)
- [Do you like to stay in France for vacation, or go to a different country?](#)
- [Which mode of transportation do you prefer to use to travel?](#)
- [Do you like to take a car, or the train? Why?](#)
- [Do you prefer living in the city or the country?](#)
- [What are four activities tourists in your region could do?](#)
- [What is your city or town like?](#)
- [What is your region \(in France\) like?](#)
- [What did you do the last time you left your region?](#)