

Chapter 1: *Ma famille et mes copains*

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p> <ul style="list-style-type: none"> • communicate about very familiar topics • comprehend isolated learned words and high-frequency phrases • comprehend isolated learned words and high-frequency phrases on very familiar topics • identify common practices within the target cultures studied • identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied • identify the nature of culture through comparisons of the target culture(s) and the student's own culture 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> • adjectives describing people • vocabulary for family, friends and after school activities, • BAGS adjectives: beau, nouveau, vieux, • days, months, • review tu/vous 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • verbs avoir être, er, ir and re verbs, dormir • Adjective agreement, 	<p>CULTURE:</p> <ul style="list-style-type: none"> • Describe family members and friends • Talk about your likes and dislikes • Inquire • Understand cultural perspectives on Sundays, Family nicknames, La famille au Maroc, Le français et l'enseignement, after-school activities, cafés,
<p>MEANING</p>		
<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p>		<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p>
<ol style="list-style-type: none"> 1. there are differences in French and in English when using avoir and être in a sentence that describes a person 2. BAGS adjectives are the only adjectives to go before nouns 	<ol style="list-style-type: none"> 1. How are after school activities different in France and US 2. How do you describe yourself and your family? 3. How do you conjugate regular verbs in present tense? 4. What are some differences in French and American education systems? 	
<p>ACQUISITION</p>		
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p>		<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p>
<ul style="list-style-type: none"> • how to conjugate the verbs avoir and être by applying appropriate subject/verb agreement • how to distinguish between when to use avoir and when to use être when describing people and when talking about family members • how to apply the rules of adjective agreement and subject/verb agreement when describing people • how to use verbs like dormir • how to express frequency for an activity 		<ul style="list-style-type: none"> • talking about family members and others descriptively • talking about after school activities • asking others about their family • asking others about activities • talking about likes and dislikes • asking about likes and dislikes

Chapter 2: On fait la fête

LEARNING OUTCOMES:
Students will be able to independently and collaboratively use their learning to... *(What kinds of long-term independent accomplishments are desired?)*

- communicate about what to give someone for a birthday/holiday
- comprehend isolated learned words and high-frequency phrases
- comprehend isolated learned words and high-frequency phrases on very familiar topics
- identify common practices within the target cultures studied
- identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied- holidays and celebrations
- identify the nature of culture through comparisons of the target culture(s) and the student's own culture

CHAPTER OBJECTIVES

<p>VOCABULARY:</p> <ul style="list-style-type: none"> • To wish someone a good time • Ask for and give advice • Ask for help • Check if things have been done 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • Word order of direct and indirect object pronouns in a sentence • Identify where and when to use direct and indirect objects in a sentence • Review passé composé with avoir and être • Ne jamais, ne personne, ne rien 	<p>CULTURE:</p> <ul style="list-style-type: none"> • Holidays and celebrations- cultural practices and products compare holidays with US and/or a francophone country • Etiquette- what to do as a guest at a party or in someone's home
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MEANING

<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p>	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p>
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| <ul style="list-style-type: none"> • holidays are similar but celebrated in very different manner • the concept of celebration is different in France and US • word order and tense formation are different in French | <ul style="list-style-type: none"> • What is the origin and importance placed on different holidays? • What are the different ways to celebrate? • What role does food play in celebrating holidays? • What foods are specific to different holidays? • What is the distinction between National and Religious holidays and how do you compare US calendar and French calendar? • How do you compare the way the French/ Francophone countries and Americans celebrate similar holidays and what importance is placed on each holiday? • How do you distinguish direct from indirect object pronouns? • Where do you place an object pronoun in a sentence? • How do you form and use passé composé with avoir and with être? |
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ACQUISITION

<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p>	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p>
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| <ul style="list-style-type: none"> • the difference between direct and indirect object pronouns • where a direct or indirect object is placed in a sentence • how to use a direct or indirect object pronoun in a sentence • some verbs that take indirect objects: communication and exchange: téléphoner à, envoyer, à, donner, offrir, acheter, parler, dire, écrire • what verbs take avoir or être in the passé composé • how some holidays are celebrated in France | <ul style="list-style-type: none"> • wishing someone to have a good time • asking advice about gift giving • speaking and writing in the past tense • asking questions and respond using direct and indirect object pronouns • identifying, comparing and contrasting holidays and celebrations |
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Chapter 3: *Faisons les courses*

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p> <ul style="list-style-type: none"> • communicate likes and dislikes about food • communicate quantities of ingredients in recipes • compare and contrast shopping and eating habits in France and US • comprehend isolated learned words and high-frequency phrases • comprehend isolated learned words and high-frequency phrases on very familiar topics • identify common practices within the target cultures studied • identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied • identify the nature of culture through comparisons of the target culture(s) and the student's own culture 				
<p>CHAPTER OBJECTIVES</p> <table border="1"> <tr> <td> <p>VOCABULARY:</p> <ul style="list-style-type: none"> • Learn to ask what ingredients are in a dish • Learn to ask and say how much of an ingredient • Simplify a recipe and talk about whether it is easy or difficult • Learn vocabulary for different shops • Foods sold in individual specialty shops • quantities </td> <td> <p>GRAMMAR:</p> <ul style="list-style-type: none"> • the partitive article • when to use the partitive, definite or indefinite article • expressions of quantity • the pronoun y • the pronoun en • placement of object pronouns when there are more than one in a sentence • contractions with à and de • review command forms • spatial directions in town and in a store: devant, derrière, à gauche, à droite, en face, à côté de, tout droit, sur, sous, au-dessous de, en dessous de, entre, au milieu de </td> <td> <p>CULTURE:</p> <ul style="list-style-type: none"> • Le français dans les cuisines • Metric system • Grocery shopping, compare and contrast shopping for food • Francophone recipes and/or specialities • How to give directions </td> </tr> </table>		<p>VOCABULARY:</p> <ul style="list-style-type: none"> • Learn to ask what ingredients are in a dish • Learn to ask and say how much of an ingredient • Simplify a recipe and talk about whether it is easy or difficult • Learn vocabulary for different shops • Foods sold in individual specialty shops • quantities 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • the partitive article • when to use the partitive, definite or indefinite article • expressions of quantity • the pronoun y • the pronoun en • placement of object pronouns when there are more than one in a sentence • contractions with à and de • review command forms • spatial directions in town and in a store: devant, derrière, à gauche, à droite, en face, à côté de, tout droit, sur, sous, au-dessous de, en dessous de, entre, au milieu de 	<p>CULTURE:</p> <ul style="list-style-type: none"> • Le français dans les cuisines • Metric system • Grocery shopping, compare and contrast shopping for food • Francophone recipes and/or specialities • How to give directions
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<p>MEANING</p> <table border="1"> <tr> <td> <p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> • the concept of food preparation, shopping and eating is different in Francophone cultures • the importance of food, eating and preparation is emphasized in a very different manner in France • it is a common practice for French people to shop in specialized stores for one or two products • the difference in giving directions street names and blocks (feet/ yards) v counting streets on and measuring distance (metric system v feet, yards and city blocks) </td> <td> <p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> 1. What role does food play in US and France? 2. What importance do American and French families place on eating together? 3. Culturally, what is considered an appropriate amount of time to eat? 4. What importance is placed on quality and quantity when it comes to food? 5. How would school and work be different in the US if we had 2 hours for lunch? 6. How do you use gender to identify the appropriate partitive article? 7. What is "La gastronomie"? 8. How do you ask or explain how to go from one place to another? 9. How do you ask about the ingredients and the preparation of a specific food? 10. How does the partitive change in a negative sentences? </td> </tr> </table>		<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> • the concept of food preparation, shopping and eating is different in Francophone cultures • the importance of food, eating and preparation is emphasized in a very different manner in France • it is a common practice for French people to shop in specialized stores for one or two products • the difference in giving directions street names and blocks (feet/ yards) v counting streets on and measuring distance (metric system v feet, yards and city blocks) 	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> 1. What role does food play in US and France? 2. What importance do American and French families place on eating together? 3. Culturally, what is considered an appropriate amount of time to eat? 4. What importance is placed on quality and quantity when it comes to food? 5. How would school and work be different in the US if we had 2 hours for lunch? 6. How do you use gender to identify the appropriate partitive article? 7. What is "La gastronomie"? 8. How do you ask or explain how to go from one place to another? 9. How do you ask about the ingredients and the preparation of a specific food? 10. How does the partitive change in a negative sentences? 	
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Chapter 4: Au lycée

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p>		
<ul style="list-style-type: none"> • communicate about very familiar topics • comprehend isolated learned words and high-frequency phrases • comprehend isolated learned words and high-frequency phrases on very familiar topics • identify common practices within the target cultures studied • identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied • identify the nature of culture through comparisons of the target culture(s) and the student's own culture • answering the 5 W's when reading and using to organize when writing 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> • Ask how something a school event, game/ test went? • Wonder what happened to classmates and express worry for them and make a hypothesis • Ask for help with technology • Express frustration with school and technology 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • Review passé composé • Review object pronouns: direct, indirect, y and en • Quelqu'un and ne personne • Quelque chose and ne rien • Personne and rien as subjects • Depuis, il y a and ça fait with an expression of time 	<p>CULTURE:</p> <ul style="list-style-type: none"> • School books • High school and college diplomas in the Francophone world • Lycée traditionnel et lycée professionnel • Computer key boards qwerty v azerty
<p>MEANING</p>		
<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p>		<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p>
<ul style="list-style-type: none"> • word order with passé composé and object pronouns • differences between schools in Quebec, France and US • negation and word order with quelqu'un, quelque chose, ne personne, ne rien 	<ol style="list-style-type: none"> 1. How do direct objects affect the passé composé? 2. What is the difference between personne ne and ne Personne?rien ne and ne rien? 3. What are similarities and differences in French and American high schools? 4. What are the different degrees/ diplomas earned in a French or Quebec school system? 5. What importance and value is given to technical training in the US and in France? 6. What role do computers play in education in the US and France? 	
<p>ACQUISITION</p>		
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p>		<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p>
<ul style="list-style-type: none"> • three other forms of negation • object pronoun placement and agreement in the passé composé • computer terms • irregular verbs: Recevoir, suivre and ouvrir (découvrir, souffrir, offrir) • « I have been doing..... for time period “ is a present tense structure in French 		<ul style="list-style-type: none"> • asking and responding in passé composé to how something turned out • using computer terms for navigation and saving a document • expressing for how long they have been doing certain activities

Chapter 5: Une journée typique

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p> <ul style="list-style-type: none"> • differences and similarities for French and American teenagers • communicate about very familiar topics • comprehend isolated learned words and high-frequency phrases • comprehend isolated learned words and high-frequency phrases on very familiar topics • identify common practices within the target cultures studied • identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied • identify the nature of culture through comparisons of the target culture(s) and the student's own culture 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> • Hygiene and family daily routine • Express impatience • Say when and how often your hygiene routine 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • reflexive verbs • tout, tous, toute, toutes • reflexive verbs in the passé composé • learn imperative with reflexives • reflexives with infinitives 	<p>CULTURE:</p> <ul style="list-style-type: none"> • typical French teenagers day • le goûter

<p>MEANING</p>	
<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> • what reflexive verbs and reflexive pronouns are 	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> 1. What makes the goûter different from snacking? 2. How are reflexives formed and used?
<p>ACQUISITION</p>	
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> • how to use present tense reflexives • how to use reflexives in passé composé • how to use reflexives in a command 	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> • talking about daily routine using reflexive verbs • saying when they do different activities

Chapter 6/7: Le bon vieux temps

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p>		
<ul style="list-style-type: none"> • communicate about very familiar topics • comprehend isolated learned words and high-frequency phrases • comprehend isolated learned words and high-frequency phrases on very familiar topics • identify common practices within the target cultures studied • identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied • identify the nature of culture through comparisons of the target culture(s) and the student's own culture 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> • Childhood activities • Tell about when you were a child • Describe habits in the past • Vocabulary for life in the country and in the city • Vocabulary to organize events in the past 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • Imparfait • Markers and circumstance for imparfait • Markers and circumstance for passé composé • Comparatives with adjectives and nouns • Superlatives with adjectives 	<p>CULTURE:</p> <ul style="list-style-type: none"> • Children's games • Comic books • Les comptines • Summer camps
<p>MEANING</p>		
<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p>		<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p>
<ul style="list-style-type: none"> • Imparfait and passé composé are both used to describe events in the past but under different circumstances • they need recall of present tense in order to conjugate the imparfait • word order is different from English for comparatives/superlatives 		<ol style="list-style-type: none"> 1. How are activities that you did as a child different or similar than those of Francophone children? 2. How does country life differ from life in the city? 3. How do you form imparfait? 4. When do you know to use imparfait and passé composé when describing past events?
<p>ACQUISITION</p>		
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p>		<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p>
<ul style="list-style-type: none"> • Imparfait conjugation • the differences between passé composé and imparfait • comparative and superlative constructions 		<ul style="list-style-type: none"> • talking about what they were like as a child • talking about things they used to do and like as a child • asking questions to others about their childhood • comparing things using adjectives and nouns

Chapter 8: Es-tu en forme?

<p>LEARNING OUTCOMES: Students will be able to independently and collaboratively use their learning to... <i>(What kinds of long-term independent accomplishments are desired?)</i></p> <ul style="list-style-type: none"> • communicate about very familiar topics • comprehend isolated learned words and high-frequency phrases • comprehend isolated learned words and high-frequency phrases on very familiar topics • identify common practices within the target cultures studied • identify similarities and differences of the most basic vocabulary through comparisons of the student's own language and the language studied • identify the nature of culture through comparisons of the target culture(s) and the student's own culture 		
<p>CHAPTER OBJECTIVES</p>		
<p>VOCABULARY:</p> <ul style="list-style-type: none"> • Ask and tell how you feel (health related) • Describe symptoms, complain about health/ injury and give advice 	<p>GRAMMAR:</p> <ul style="list-style-type: none"> • Introduction to subjunctive forms 	<p>CULTURE:</p> <ul style="list-style-type: none"> • La Sécurité sociale et les mutuelles en France • Le trou de Sécurité Sociale en France

<p>MEANING</p>	
<p>ENDURING UNDERSTANDINGS: Students will understand that... <i>(What specifically do you want students to understand? What inferences should they make?)</i></p> <ul style="list-style-type: none"> • French conjugation has several moods • that some situations require the use of the subjunctive mood • that they need recall of present tense in order to conjugate subjunctive 	<p>ESSENTIAL QUESTIONS: Students will keep considering... <i>(What thought-provoking questions will foster inquiry, meaning-making, and transfer?)</i></p> <ol style="list-style-type: none"> 1. How do you let someone know if you are hurt? 2. How do you let someone know if you are sick? 3. How do you give advice regarding health? 4. What is the difference between indicative and subjunctive? 5. How is the subjunctive formed and used?
<p>ACQUISITION</p>	
<p>ACQUIRED KNOWLEDGE: Students will know... <i>(What facts and basic concepts should students know and be able to recall?)</i></p> <ul style="list-style-type: none"> • vocabulary for body parts • vocabulary and expressions for symptoms and injuries • subjunctive conjugation for regular and irregular verbs 	<p>LANGUAGE SKILLS: Students will be skilled at... <i>(What discrete skills and processes should students be able to use?)</i></p> <ul style="list-style-type: none"> • describing different pain, injury and or symptoms • giving advice and make recommendations about health • using the subjunctive appropriately when expressing necessity