

French 2

Grade(s):	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input type="checkbox"/> Other _____
Discipline/Course:	Discipline: World Languages Course: French 2		
Course Title:	French 2		
Prerequisite(s):	French 1 <i>or</i> French 1B <i>or</i> Teacher Recommendation		
Course Description: <i>Program of Studies</i>	In this engaging course, students will learn to communicate using familiar words and phrases around themes such as school success, city living, healthy lifestyles, and travel. Students will understand simple texts, stories and signs, with the help of visuals and background knowledge. Students will also practice making inferences and writing short messages, lists, and notes using easy, memorized sentences in addition to creating more original sentences as their skills progress. By the end, students will feel more confident expressing themselves and understanding others in everyday situations.		
Course Essential Questions:	<ul style="list-style-type: none"> ● What influences our school calendars and schedules? ● How do our school environments influence our interactions? ● How do we organize our time for enjoyment and success? ● What experiences are available to young people in a city or town? ● What information do I need to make plans? ● What does health and wellness mean to me? ● How do people care for themselves and others? ● What factors contribute to the health and wellness of individuals and communities? ● What do I need to know to explore another country or culture? 		

	<ul style="list-style-type: none"> • How do travel experiences shape our intercultural understanding and respect for the communities we visit? 	
Course Enduring Understandings:	<ul style="list-style-type: none"> • Our school culture and personal choices influence our academic success. • Global cities and communities offer a variety of opportunities and experiences. • Our lifestyle and habits affect our well-being. • Travel experiences vary based on destination and preparation. 	
Duration: Credit:	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
Course Materials/Resources:	EntreCultures Level 2	
FPS Course Academic Expectation(s):	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
Year at a Glance (Units):	Unit 1 - Réussir son année scolaire (A successful school year) (~10 weeks) Unit 2 - Une ville qui bouge (Life in a city) (~10 weeks) Unit 3 - Des conseils pour une vie saine (Advice for a healthy lifestyle) (~10 weeks) Unit 4 - Voyager autrement (Travel plans) (~10 weeks)	

Unit Number and Title:	Unit 1 - Réussir son année scolaire (A successful school year)
Duration:	~ 10 weeks
Resource(s):	Entre Cultures Level 2, Unit 1
Unit Overview:	Students will learn about francophone school systems and compare them to ours. They will then discuss their school activities and how to be successful.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> • What influences our school calendars and schedules? • How do our school environments influence our interactions? • How do we organize our time for enjoyment and success?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Our school culture and personal choices influence our academic success.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • vocabulary related to school schedules. • vocabulary related to places in a school building. • vocabulary related to school staff and personnel. • how to be successful in school. • the verbs lire, écrire, apprendre. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • read and review school information about school schedules and activities. • investigate how francophone students approach their academic experience. • discuss what they do to be successful academically. • describe their school building. • talk about their typical school day.

Unit Number and Title:	Unit 2 - Une ville qui bouge (Life in a city)
Duration:	~10 weeks
Resource(s):	Entre Cultures Level 2, Unit 4
Unit Overview:	Students will learn about various francophone cities and compare them to their own town.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> ● What experiences are available to young people in a city or town? ● What information do I need to make plans?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Global cities and communities offer a variety of opportunities and experiences.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● places in a city or town. ● vocabulary and expressions associated with shopping. ● modes of transportation. ● prepositions of location. ● the verbs vouloir and pouvoir. ● the verbs acheter and vendre. ● passé composé to tell what one did in a city. ● passé composé of aller to say where one went. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● share information about places in their community and the francophone world. ● describe the relative location of stores in a community. ● discuss how to get around in a city. ● talk about places to go and what to do there. ● talk about what they want to do, can do, and should do. ● interpret blogs, lists, and promotional materials about shopping choices and activities. ● interpret websites about specific francophone cities.

Unit Number and Title:	Unit 3 - Des conseils pour une vie saine (Advice for a healthy lifestyle)
Duration:	~10 weeks
Resource(s):	Entre Cultures Level 2, Unit 5
Unit Overview:	Students will learn about healthy habits and routines as well as describe symptoms of common ailments.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> ● What does health and wellness mean to me? ● How do people care for themselves and others? ● What factors contribute to the health and wellness of individuals and communities?
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Our lifestyle and habits affect our well-being.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> ● healthy habits. ● body parts and health vocabulary. ● common ailments and symptoms. ● vocabulary associated with emotional well-being. ● reflexive verbs in the present tense. ● the imperative. ● the verb devoir to express what one should do. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> ● discuss ways in which they stay healthy. ● investigate how people in Francophone cultures maintain their health. ● advise on healthy living. ● explain their symptoms when not feeling well. ● read and listen to informational texts about healthy habits.

Unit Number and Title:	Unit 4 - Voyager autrement (Travel plans)
Duration:	~10 weeks
Resource(s):	Entre Cultures Level 2, Unit 6
Unit Overview:	Students will discuss what various travel destinations offer and how to prepare for a trip.
Learning Goals	
Standard(s):	<p>Communication (Interpretive, Interpersonal, Presentational)</p> <ul style="list-style-type: none"> ● Interpersonal Communication (Standard 1.1) ● Interpretive Communication (Standard 1.2) ● Presentational Communication (Standard 1.3) <p>Cultures (Relating Cultural Practices & Products to Perspectives)</p> <ul style="list-style-type: none"> ● Relating Cultural Practices to Perspectives (Standard 2.1) ● Relating Cultural Products to Perspectives (Standard 2.2) <p>Connections (Making Connections & Acquiring Information)</p> <ul style="list-style-type: none"> ● Making Connections (Standard 3.1) ● Acquiring Information & Diverse Perspectives (Standard 3.2) <p>Comparisons (Language & Cultural Comparisons)</p> <ul style="list-style-type: none"> ● Language Comparisons (Standard 4.1) ● Cultural Comparisons (Standard 4.2) <p>Communities (Using Language Beyond the Classroom & Lifelong Learning)</p> <ul style="list-style-type: none"> ● School and Global Communities (Standard 5.1) ● Lifelong Learning (Standard 5.2)

Essential Question(s):	<ul style="list-style-type: none"> • What do I need to know to explore another country or culture? • How do travel experiences shape our intercultural understanding and respect for the communities we visit?
Enduring Understanding(s):	<ul style="list-style-type: none"> • Travel experiences vary based on destination and preparation.
Learning Goal(s): <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p>Content: (Students will know...)</p> <ul style="list-style-type: none"> • vocabulary associated with travel destinations. • different types of lodging. • vocabulary related to travel activities. • important tips for successful travel. • vocabulary related to items they pack/bring on a trip. • direct object pronouns (le, la, les) to avoid repetition. • how weather and climate influence a destination choice. • aller + infinitive to discuss what they are going to do. <p>Skills: (Students will be able to...)</p> <ul style="list-style-type: none"> • discuss travel plans and travel destinations. • discuss popular activities people do while traveling. • tell others where to go and what to do on a trip. • use direct object pronouns to avoid repetition. • use the verb aller + infinitive (simple future) to discuss what they are going to do. • read, view, and listen to informational texts such as announcements, videos, and personal stories about world travel.