

Wyoming Department of Education Required Virtual Education Course Syllabus

Goshen County School District No. 1

Program Name	Goshen County School District 1 Virtual Education Program	Content Area	Foreign Language
Course ID	FLF2	Grade Level	10-12
Course Name	French 2	# of Credits	1
SCED Code	24103G1.0011	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

This fun, interactive course for high school students is filled with diverse, multimedia language activities. Students continue their language-learning adventure by progressing to this next level of high school French.

Students continue their study of French by focusing on the four key areas of foreign language study:

- listening,
- speaking,
- reading, and
- writing.

The course represents an ideal blend of language learning pedagogy and online learning. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit.

Students should expect to be actively engaged in their own language learning, become familiar with common vocabulary terms and phrases, comprehend a wide range of grammar patterns, participate in simple conversations and respond appropriately to basic conversational prompts, analyze and compare cultural practices, products, and perspectives of various French-speaking countries, and take frequent assessments where their language progression can be monitored.

The course has been carefully aligned to national standards as set forth by ACTFL (the American Council on the Teaching of Foreign Languages).

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
FL1.IL.1	Student will perform at Intermediate Low Level while listening to a culturally authentic audio source.
FL1.IL.2	Student will perform at Intermediate Low level while viewing a culturally authentic audio-visual source.
FL1.IL.3	Student will perform at Intermediate Low level while reading culturally authentic printed material.
FL2.IL.1	Student will perform at Intermediate Low level in spoken communication (2 way)
FL2.IL.2	Student will perform at Intermediate Low level in written communication (2 way)
FL3.IL.1	Students will present at the Intermediate Low level in a spoken presentation.
FL3.IL.2	Students will present at the Intermediate Low level in a written presentation.

SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
Unit 1: Verb Review Unit 1, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify Present Tense Verbs and the verbs in the Imperative Tense 2. Students will write the correct conjugation for each sentence using the present or imperative tenses. 3. Students will gain cultural knowledge about the French Polynesian culture. 4. Students will write about what they do on a normal day. 5. Students will write a letter to a friend about what they like to do and what they do not like to do.
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>		
Verb Review	Regular Verbs Review Present Tense The Imperative	French Polynesia: Introduction	Word final consonants: When to pronounce “-ent”		
Lessons <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 Assessments: <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective Journaling <ul style="list-style-type: none"> • What to do on a regular day 					
Unit 2: Descriptions Unit 2, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify Irregular Adjectives 2. Students will gain understanding of correct Adjective Placement and Possessive Adjectives 3. Students will write the correct form of adjectives. 4. Students will gain cultural knowledge about the Festival of Heiva. 5. Students will record a presentation and describe their friend using the grammar from the unit.
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>		
Descriptions	Irregular Adjectives Adjective Placement Possessive Adjectives	The Cultural Festival of Heiva	NA		
Lessons <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 Assessments: <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective Journaling <ul style="list-style-type: none"> • Friends and their qualities 					
Unit 3: Food Unit 3, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify the Past Tense 2. Students will complete sentences writing the correct conjugation of the Past Tense. 3. Students will gain knowledge and learn about how to pronounce masculine and feminine adjective endings 4. Students will gain cultural knowledge and understanding of Polynesian Cuisine.
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>		
Food	The Past Tense (passé composé)	Polynesian Cuisine	Masculine and Feminine Adjective Endings		
Lessons <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab 					

SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS								
<ul style="list-style-type: none"> Listening, Reading, and Writing Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Writing Test Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> Rare foods and raw meat 					<p>5. Students will compare the foods from other cultures to that of their own (rare foods in other cultures vs. rare foods in their own culture.)</p> <p>6. Students will write and describe a dish.</p>								
<p>Unit 4: Professions</p> <p>Unit 4, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Professions</td> <td>The Near Future (future proche) Double Verb Sentences</td> <td>Tahitian Language</td> <td>NA</td> </tr> </tbody> </table>				Vocabulary	Grammar	Culture	Pronunciation	Professions	The Near Future (future proche) Double Verb Sentences	Tahitian Language	NA	<p>FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2</p>	<p>1. Students will identify the near future and double verb sentences.</p> <p>2. Students will complete sentences using the correct forms of the near future.</p> <p>3. Students will complete sentences using correct double verb sentences.</p> <p>4. Students will gain cultural knowledge about Tahitian language.</p> <p>5. Students will write about what they want to be (professions) in the future and what they will do to prepare for their future profession.</p> <p>6. Students will record a presentation about when they are looking for a job and what they will do to prepare.</p>
Vocabulary	Grammar	Culture	Pronunciation										
Professions	The Near Future (future proche) Double Verb Sentences	Tahitian Language	NA										
<p>Lessons</p> <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Speaking Test Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> My Future Profession 													
<p>Unit 5: At a Restaurant</p> <p>Unit 5, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Restaurant</td> <td>Negative Expressions The Partitive Article</td> <td>Tahitian History</td> <td>La liaison</td> </tr> </tbody> </table>				Vocabulary	Grammar	Culture	Pronunciation	Restaurant	Negative Expressions The Partitive Article	Tahitian History	La liaison	<p>FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2</p>	<p>1. Students will identify negative expressions and the partitive article</p> <p>2. Students will complete sentences with the correct negative expression and the partitive article</p> <p>3. Students will gain cultural knowledge about Tahitian history.</p> <p>4. Students will study pronunciation of liaisons.</p> <p>5. Students will record a presentation about foods they don't eat at a restaurant.</p> <p>5. Students will write about their favorite restaurant.</p>
Vocabulary	Grammar	Culture	Pronunciation										
Restaurant	Negative Expressions The Partitive Article	Tahitian History	La liaison										
<p>Lessons</p> <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Writing Test Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> Foods at a restaurant 													

SCOPE AND SEQUENCE

UNIT OUTLINE				STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
<p>Unit 6: Extended Family</p> <p>Unit 6, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify direct object pronouns and stress (tonic) pronouns 2. Students will complete sentences by writing the correct direct object pronouns and stress (tonic) pronouns. 3. Students will gain knowledge of Monoi, and Ambassador of Beauty and Health 4. Students will write about their family and extended family 5. Students will record a presentation about one of their ancestors.
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>		
Extended Family	Direct Object Pronouns Stress (Tonic) Pronouns	Monoi, an Ambassador of Beauty and Health	NA		
<p><u>Lessons</u></p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p><u>Journaling</u></p> <ul style="list-style-type: none"> • Family 					
<p>Unit 7: Shopping</p> <p>Unit 7, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify indirect object pronouns. 2. Students will complete sentences with the correct indirect object pronouns. 3. Students will gain an understanding about open and closed “u” sounds. 4. Students will gain cultural knowledge about the painter Paul Gauguin. 5. Students will record a presentation about illness what they do when they get sick. 6. Students will write about the last time they got sick and the symptoms they got.
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>		
Health (talking with doctors)	Indirect Object Pronouns	The Painter Paul Gauguin	The Open and Closed “U” Sounds		
<p><u>Lessons</u></p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Literature Quiz • Writing Test • Test A – Online Objective • Life Long Learner Report <p><u>Journaling</u></p> <ul style="list-style-type: none"> • Illness 					
<p>Unit 8: In the City</p> <p>Unit 8, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p>				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify prepositions 2. Students will complete sentences using the correct preposition 3. Students will gain cultural knowledge about Tikis
<u>Vocabulary</u>	<u>Grammar</u>	<u>Culture</u>	<u>Pronunciation</u>		
City	Prepositions	Tikis	NA		

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS								
<p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling</p> <ul style="list-style-type: none"> • Where I live 		<ol style="list-style-type: none"> 4. Students will write about the place where they live and what places are near their home. 5. Students will record a presentation about what they will do during the weekend and what places they will visit. 								
<p>Unit 9: Semester 1 Midterm</p> <p>Unit 9, Mid-Semester Review of Units 1-8.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Grammar and Vocabulary Assessment • Reading and Listening Comprehension • Writing Tests • Speaking Tests 	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will review the grammar and cultural concepts studied in units 1-8. 2. Students will demonstrate proficiency of the objectives from units 1 through 8 by completing grammar and vocabulary tests, reading and listening comprehension tests, 2 writings tests and 2 speaking tests. 								
<p>Unit 10: Music</p> <p>Unit 10, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1024 862 1136"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Music</td> <td>Forms of <i>quel</i> and <i>lequel</i></td> <td>Morocco: Introduction</td> <td>N/A</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling</p> <p>Music Preferences</p>	Vocabulary	Grammar	Culture	Pronunciation	Music	Forms of <i>quel</i> and <i>lequel</i>	Morocco: Introduction	N/A	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify the forms of <i>quel</i> and <i>lequel</i> 2. Students will complete sentences using the correct forms of <i>quel</i> and <i>lequel</i> 3. Students will gain cultural knowledge about Morocco 4. Students will write about their musical preferences 5. Students will record a presentation about the different music genres they like.
Vocabulary	Grammar	Culture	Pronunciation							
Music	Forms of <i>quel</i> and <i>lequel</i>	Morocco: Introduction	N/A							
<p>Unit 11: Music</p> <p>Unit 11, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1732 862 1843"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Pastimes</td> <td>The Imperfect</td> <td>The Souk, a Traditional Market Place</td> <td>The Open and Closed "e" Sounds</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 	Vocabulary	Grammar	Culture	Pronunciation	Pastimes	The Imperfect	The Souk, a Traditional Market Place	The Open and Closed "e" Sounds	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify uses of the imperfect tense 2. Students will complete sentences using the correct form of the imperfect tense 3. Students will gain an understanding about open and closed "e" sounds 4. Students will gain knowledge about the souk, a traditional market place 5. Students will record a short presentation about what they do on their free time. 6. Students will write about their opinion on the importance about playing sports or playing an instrument.
Vocabulary	Grammar	Culture	Pronunciation							
Pastimes	The Imperfect	The Souk, a Traditional Market Place	The Open and Closed "e" Sounds							

<p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective <p>Journaling Free time</p>										
<p>Unit 12: Holidays and Celebrations Unit 12, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 449 870 558"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Holidays and Celebrations</td> <td>The Imperfect vs. the Paste Tense</td> <td>Moroccan Cuisine</td> <td>N/A</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling National Holidays</p>	Vocabulary	Grammar	Culture	Pronunciation	Holidays and Celebrations	The Imperfect vs. the Paste Tense	Moroccan Cuisine	N/A	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will compare the uses of the imperfect tense vs. the past tense. 2. Students will complete sentences using the imperfect vs. the past tense. 3. Students will gain cultural knowledge about Moroccan Cuisine. 4. Students will write about National Holidays 5. Students record a short presentation about a family tradition.
Vocabulary	Grammar	Culture	Pronunciation							
Holidays and Celebrations	The Imperfect vs. the Paste Tense	Moroccan Cuisine	N/A							
<p>Unit 13: Countries and Nationalities Unit 13, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1108 870 1218"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Countries and Nationalities</td> <td>Prepositions with Proper Place Names</td> <td>Multilingual Morocco</td> <td>The <i>e caduc</i> (schwa) part 1: Identification</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective <p>Journaling My Ancestors</p>	Vocabulary	Grammar	Culture	Pronunciation	Countries and Nationalities	Prepositions with Proper Place Names	Multilingual Morocco	The <i>e caduc</i> (schwa) part 1: Identification	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify the uses of prepositions with proper place names. 2. Students will complete sentences using prepositions with proper place names. 3. Students will gain an understanding of the <i>e caduc</i> (schwa) part 1: Identification. 4. Students will gain cultural knowledge of multilingual morocco 5. Students will present orally about where their ancestors come from. 6. Students will write about what countries or places they have visited abroad or imagine what countries they have visited if they haven't been abroad.
Vocabulary	Grammar	Culture	Pronunciation							
Countries and Nationalities	Prepositions with Proper Place Names	Multilingual Morocco	The <i>e caduc</i> (schwa) part 1: Identification							
<p>Unit 14: Vacation Unit 14, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1766 870 1875"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Vacation</td> <td>The Expressions <i>depuis, il y a, and pendant</i></td> <td>Moroccan Weddings</td> <td>N/A</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 	Vocabulary	Grammar	Culture	Pronunciation	Vacation	The Expressions <i>depuis, il y a, and pendant</i>	Moroccan Weddings	N/A	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will complete sentences using the expressions <i>depuis, il y a, and pendant</i>. 2. Students will gain cultural knowledge of Moroccan weddings. 3. Students will write an itinerary for a vacation they want to take. 4. Students will present orally about what they have done during a vacation.
Vocabulary	Grammar	Culture	Pronunciation							
Vacation	The Expressions <i>depuis, il y a, and pendant</i>	Moroccan Weddings	N/A							

<p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling A vacation itinerary</p>										
<p>Unit 15: Unit 15, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 472 870 583"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>The Body</td> <td>Reflexive Verbs</td> <td>Moroccan History</td> <td>The <i>e caduc</i> (schwa) part 2: When they drop</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective <p>Journaling My routine</p>	Vocabulary	Grammar	Culture	Pronunciation	The Body	Reflexive Verbs	Moroccan History	The <i>e caduc</i> (schwa) part 2: When they drop	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify reflexive verbs. 2. Students will complete sentences using reflexives. 3. Students will gain a deeper understanding of the <i>e caduc</i> (schwa) 4. Students will gain cultural knowledge of Moroccan history. 5. Students will record a presentation about their routine. 6. Students will write about their nightly routine.
Vocabulary	Grammar	Culture	Pronunciation							
The Body	Reflexive Verbs	Moroccan History	The <i>e caduc</i> (schwa) part 2: When they drop							
<p>Unit 16: Clothing Unit 16, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1134 870 1245"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Clothing</td> <td>Reflexive Verbs in the <i>passécomposé</i></td> <td><i>La fantasia</i>, an Equestrian Tradition</td> <td>N/A</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling What I Wear</p>	Vocabulary	Grammar	Culture	Pronunciation	Clothing	Reflexive Verbs in the <i>passécomposé</i>	<i>La fantasia</i> , an Equestrian Tradition	N/A	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify reflexives in the <i>passécomposé</i>. 2. Students will complete sentences using the correct reflexives in the <i>passécomposé</i>. 3. Students will gain cultural knowledge and understanding of <i>La fantasia</i>, an Equestrian Tradition. 4. Students will write about what they normally wear. 5. Students will record a presentation about what they wore yesterday. They will describe their outfit in more detail.
Vocabulary	Grammar	Culture	Pronunciation							
Clothing	Reflexive Verbs in the <i>passécomposé</i>	<i>La fantasia</i> , an Equestrian Tradition	N/A							
<p>Unit 17: School Unit 17, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1795 870 1906"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>The Pronoun y</td> <td>The Tagine</td> <td>Pronouncing Numbers</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing 	Vocabulary	Grammar	Culture	Pronunciation	School	The Pronoun y	The Tagine	Pronouncing Numbers	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify the Pronoun y 2. Students will complete sentences using the Pronoun y. 3. Students will gain a deeper understanding of the pronunciation of numbers. 4. Students will gain cultural knowledge of the tagine. 5. Students will record a presentation about their typical day at school. 6. Students will write about their preferred
Vocabulary	Grammar	Culture	Pronunciation							
School	The Pronoun y	The Tagine	Pronouncing Numbers							

<ul style="list-style-type: none"> • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective <p>Journaling A Day at School</p>		<p>subject in school, if they go there every day and why they like that subject.</p>								
<p>Unit 18: Semester 1 Final</p> <p>Unit 18, Semester 1 Final Review of Units 10-17.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Grammar and Vocabulary Assessment • Reading and Listening Comprehension • Writing Tests • Speaking Tests 	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will review the grammar and cultural concepts studied in units 10-17. 2. Students will demonstrate proficiency of the objectives from units 10 through 17 by completing grammar and vocabulary tests, reading and listening comprehension tests, 2 writings tests and 2 speaking tests. 								
<p>Unit 19: Technology</p> <p>Unit 19, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 751 870 863"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Technology</td> <td>The Future (future simple)</td> <td>Switzerland: Introduction</td> <td>Stress and Intonation</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective <p>Journaling Technology in My Life</p>	Vocabulary	Grammar	Culture	Pronunciation	Technology	The Future (future simple)	Switzerland: Introduction	Stress and Intonation	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify the simple future. 2. Students will complete sentences using the simple future. 3. Students will gain a deeper understanding of stress and intonation. 4. Students will gain cultural knowledge of Switzerland. 5. Students will record an oral presentation about the technology they use every day. 6. Students will write about how phone technology has changed in the past 10 years.
Vocabulary	Grammar	Culture	Pronunciation							
Technology	The Future (future simple)	Switzerland: Introduction	Stress and Intonation							
<p>Unit 20: Expressions with the verbs avoir and être</p> <p>Unit 20, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1413 870 1524"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Expressions with <i>avoir</i> and <i>être</i></td> <td>Expressions <i>dès que</i> and <i>quand</i></td> <td>Skiing</td> <td>N/A</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling My Summer</p>	Vocabulary	Grammar	Culture	Pronunciation	Expressions with <i>avoir</i> and <i>être</i>	Expressions <i>dès que</i> and <i>quand</i>	Skiing	N/A	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify expressions with avoir and être 2. Students will complete sentences using expressions <i>dès que</i> and <i>quand</i>. 3. Students will gain a deeper cultural knowledge of Skiing in Switzerland. 4. Students will write about what they are going to do this summer. 5. Students will record an oral presentation about their ideal life in the future.
Vocabulary	Grammar	Culture	Pronunciation							
Expressions with <i>avoir</i> and <i>être</i>	Expressions <i>dès que</i> and <i>quand</i>	Skiing	N/A							

Unit 21: Computers Unit 21, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify demonstrative adjectives. 2. Students will complete sentences using the correct demonstrative adjectives. 3. Students will gain a deeper understanding of the pronunciation of the letter s. 4. Students will gain cultural knowledge of swiss chocolate. 5. Students will record a presentation about what role computers play in their lives. 6. Students will write and email to their grandfather with instructions on how to use a computer.						
<table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Computers</td> <td>Demonstrative Adjectives</td> <td>Swiss Chocolate</td> <td>The Letter "s"</td> </tr> </tbody> </table>	Vocabulary	Grammar	Culture			Pronunciation	Computers	Demonstrative Adjectives	Swiss Chocolate	The Letter "s"	
Vocabulary	Grammar	Culture	Pronunciation								
Computers	Demonstrative Adjectives	Swiss Chocolate	The Letter "s"								
Lessons <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 											
Assessments: <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Writing Test Test A – Online Objective 											
Journaling Computers in My Life											
Unit 22: Love and Dating (part 1) Unit 22, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify relative pronouns. 2. Students will complete sentences using relative pronouns. 3. Students will gain cultural knowledge about Switzerland as an independent nation. 4. Students will write about the man or woman of their dreams. 5. Students will use qui, que and don't to record a presentation to describe the music that they love and don't love.						
<table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Love and Dating</td> <td>Relative Pronouns (qui, que, and dont)</td> <td>Switzerland: an Independent Nation</td> <td>N/A</td> </tr> </tbody> </table>	Vocabulary	Grammar	Culture			Pronunciation	Love and Dating	Relative Pronouns (qui, que, and dont)	Switzerland: an Independent Nation	N/A	
Vocabulary	Grammar	Culture	Pronunciation								
Love and Dating	Relative Pronouns (qui, que, and dont)	Switzerland: an Independent Nation	N/A								
Lessons <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 											
Assessments: <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Speaking Test Test A – Online Objective 											
Journaling The Man or Woman of My Dreams											
Unit 23: Work Unit 23, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify adverbs. 2. Students will complete sentences using the correct adverbs. 3. Students will gain a deeper understanding of open and closed "o" sounds. 4. Students will gain cultural knowledge of Yodeling. 5. Students will record a presentation about the type of work they want to do. 6. Students will prepare and write the questions they would ask to a future candidate that they will interview for their company.						
<table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Work</td> <td>Adverbs</td> <td>Yodeling</td> <td>The open and closed "o" sounds.</td> </tr> </tbody> </table>	Vocabulary	Grammar	Culture			Pronunciation	Work	Adverbs	Yodeling	The open and closed "o" sounds.	
Vocabulary	Grammar	Culture	Pronunciation								
Work	Adverbs	Yodeling	The open and closed "o" sounds.								
Lessons <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 											
Assessments: <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Writing Test Test A – Online Objective 											
Journaling Work											

<p>Unit 24: Measurements and Quantities. Unit 24, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 394 870 499"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Measurements and Quantities</td> <td>The Pronoun en</td> <td>Huitante: Counting in Switzerland</td> <td>N/A</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling My Measurements</p>	Vocabulary	Grammar	Culture	Pronunciation	Measurements and Quantities	The Pronoun en	Huitante: Counting in Switzerland	N/A	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify the pronoun en 2. Students will complete sentences using the pronoun en. 3. Students will gain cultural knowledge of Huitante. 4. Students will write about their measurements (how much they weight, how tall they are, etc.) 5. Students will record an oral presentation about whether they prefer the metric system versus the imperial system.
Vocabulary	Grammar	Culture	Pronunciation							
Measurements and Quantities	The Pronoun en	Huitante: Counting in Switzerland	N/A							
<p>Unit 25: Countries and Nationalities Unit 25, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1052 870 1157"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Love and Dating</td> <td>Pronoun Review and Pronoun Order Review</td> <td>The Author Jean-Jacques Rousseau</td> <td>Nassal Vowels</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective <p>Journaling Love Life</p>	Vocabulary	Grammar	Culture	Pronunciation	Love and Dating	Pronoun Review and Pronoun Order Review	The Author Jean-Jacques Rousseau	Nassal Vowels	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will complete sentences using pronouns in the correct order. 2. Students will gain a deeper understanding of nasal vowels. 3. Students will gain cultural knowledge of the author Jean-Jacques Rousseau 5. Students will record an oral presentation where they pretend to prepare a surprise for their boyfriend or girlfriend. 6. Students will write about the importance of keeping a secret.
Vocabulary	Grammar	Culture	Pronunciation							
Love and Dating	Pronoun Review and Pronoun Order Review	The Author Jean-Jacques Rousseau	Nassal Vowels							
<p>Unit 26: Transportation Unit 26, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1709 870 1814"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Transportation</td> <td>The Comparative and the Superlative</td> <td>The Visual Arts in Switzerland</td> <td>N/A</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p>	Vocabulary	Grammar	Culture	Pronunciation	Transportation	The Comparative and the Superlative	The Visual Arts in Switzerland	N/A	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify comparatives and superlatives. 2. Students will complete sentences using comparatives and superlatives. 3. Students will gain cultural knowledge of the visual arts in Switzerland. 4. Students will write about what mode of presentation they prefer. 5. Students will record an oral presentation comparing the different talents in their family.
Vocabulary	Grammar	Culture	Pronunciation							
Transportation	The Comparative and the Superlative	The Visual Arts in Switzerland	N/A							

<ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling My Preferred Transportation</p>										
<p>Unit 27: Semester 2 Midterm</p> <p>Unit 27, Semester 2 Midterm: Review of Units 19-26.</p> <p>Assessments:</p> <ul style="list-style-type: none"> • Grammar and Vocabulary Assessment • Reading and Listening Comprehension • Writing Tests • Speaking Tests 	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will review the grammar and cultural concepts studied in units 19-26. 2. Students will demonstrate proficiency of the objectives from units 19 through 26 by completing grammar and vocabulary tests, reading and listening comprehension tests, 2 writings tests and 2 speaking tests. 								
<p>Unit 28: Social Issues</p> <p>Unit 28, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 678 870 785"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Social Issues</td> <td>Conjunctions</td> <td>Senegal: Introduction</td> <td>N/A</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling Social Issues</p>	Vocabulary	Grammar	Culture	Pronunciation	Social Issues	Conjunctions	Senegal: Introduction	N/A	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will complete sentences using conjunctions. 2. Students will gain cultural knowledge of Senegal. 3. Students will write about what they think are the biggest social issues. 4. Students will record an oral presentation about their opinion about the conflict in the Middle East and will provide possible solutions to the issue.
Vocabulary	Grammar	Culture	Pronunciation							
Social Issues	Conjunctions	Senegal: Introduction	N/A							
<p>Unit 29: At home</p> <p>Unit 29, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1339 870 1446"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Home</td> <td>The Conditional Tense</td> <td>Les griots: Storytellers, Musicians, Teachers.</td> <td>The Open and Closed "w" Sounds.</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective <p>Journaling My Home</p>	Vocabulary	Grammar	Culture	Pronunciation	Home	The Conditional Tense	Les griots: Storytellers, Musicians, Teachers.	The Open and Closed "w" Sounds.	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will complete sentences using the conditional tense. 2. Students will gain a deeper understanding of open and closed "w" sounds. 3. Students will gain cultural knowledge of les griots. 5. Students will record an al presentation describing their home and the different areas of their home. 6. Students will write two paraps describing their bedroom in detail.
Vocabulary	Grammar	Culture	Pronunciation							
Home	The Conditional Tense	Les griots: Storytellers, Musicians, Teachers.	The Open and Closed "w" Sounds.							

Unit 30: Shopping and Money Unit 30, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will complete sentences using Si clauses in the future and the conditional tenses. 2. Students will gain a deeper cultural understanding of Senegalese cuisine. 5. Students will write a few paragraphs about what they would buy if they had all the money. 6. Students will record and oral presentation about how they can save money.														
<table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Shopping and Money</td> <td>Si clauses in the Future and Conditional</td> <td>Senegalese Cuisine</td> <td>N/A</td> </tr> </tbody> </table>	Vocabulary	Grammar	Culture			Pronunciation	Shopping and Money	Si clauses in the Future and Conditional	Senegalese Cuisine	N/A	<table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Nature</td> <td>Demonstrative Pronouns</td> <td>The Dakar</td> <td>The Open and Closed "eu" Sounds</td> </tr> </tbody> </table>	Vocabulary	Grammar	Culture	Pronunciation	Nature	Demonstrative Pronouns	The Dakar	The Open and Closed "eu" Sounds
Vocabulary	Grammar	Culture	Pronunciation																
Shopping and Money	Si clauses in the Future and Conditional	Senegalese Cuisine	N/A																
Vocabulary	Grammar	Culture	Pronunciation																
Nature	Demonstrative Pronouns	The Dakar	The Open and Closed "eu" Sounds																
Unit 31: Nature Unit 31, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.																			
Unit 32: False Cognates Unit 32, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.				FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	1. Students will identify false cognates. 2. Students will gain cultural knowledge of the French language in Senegal. 3. Students will write about a memorable experience they had last week. 4. Students will record and oral presentation about what they will do this upcoming summer.														
<table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>False Cognates</td> <td>The Subjunctive- An Introduction</td> <td>The French Language in Senegal</td> <td>N/A</td> </tr> </tbody> </table>	Vocabulary	Grammar	Culture			Pronunciation	False Cognates	The Subjunctive- An Introduction	The French Language in Senegal	N/A	<table border="1"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>False Cognates</td> <td>The Subjunctive- An Introduction</td> <td>The French Language in Senegal</td> <td>N/A</td> </tr> </tbody> </table>	Vocabulary	Grammar	Culture	Pronunciation	False Cognates	The Subjunctive- An Introduction	The French Language in Senegal	N/A
Vocabulary	Grammar	Culture	Pronunciation																
False Cognates	The Subjunctive- An Introduction	The French Language in Senegal	N/A																
Vocabulary	Grammar	Culture	Pronunciation																
False Cognates	The Subjunctive- An Introduction	The French Language in Senegal	N/A																
Lessons <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 																			
Assessments: <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Speaking Test Test A – Online Objective 																			
Journaling Shopping																			
Lessons <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 																			
Assessments: <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Speaking Test Test A – Online Objective 																			
Journaling Climate Change																			
Lessons <ul style="list-style-type: none"> Warm Ups Matching Activities Speaking Lab Listening, Reading, and Writing Conversation Stations 1 & 2 																			
Assessments: <ul style="list-style-type: none"> Reading Comprehension Listening Comprehension Culture Quiz Speaking Test Test A – Online Objective 																			
Journaling Las Week																			

<p>Unit 33: Unit 33, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 394 870 499"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Giving Advice</td> <td>The Subjunctive vs. the Infinitive (il faut vs il faut que)</td> <td>History of Senegal</td> <td>Review: The Open and Closed "e" Sounds</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective <p>Journaling Advice to a Friend</p>	Vocabulary	Grammar	Culture	Pronunciation	Giving Advice	The Subjunctive vs. the Infinitive (il faut vs il faut que)	History of Senegal	Review: The Open and Closed "e" Sounds	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will identify the use of the subjunctive and the infinitive within different sentences. 2. Students will review and gain a deeper understanding of open and closed e sounds. 3. Students will gain cultural knowledge of the history of Senegal. 5. Students will record a message to their best friend about how to get better grades (using expressions like il faut que tu..., etc.) 6. Students will write some advice to their sibling about what they need to do to get better from an illness they have.
Vocabulary	Grammar	Culture	Pronunciation							
Giving Advice	The Subjunctive vs. the Infinitive (il faut vs il faut que)	History of Senegal	Review: The Open and Closed "e" Sounds							
<p>Unit 34: Les mots-liens Unit 34, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1052 870 1157"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Les mots-liens</td> <td>Mots-liens and Paragraph-level Speech</td> <td>Léopol Sédar Senghor</td> <td>N/A</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p> <ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Speaking Test • Test A – Online Objective <p>Journaling Advice to a Friend</p>	Vocabulary	Grammar	Culture	Pronunciation	Les mots-liens	Mots-liens and Paragraph-level Speech	Léopol Sédar Senghor	N/A	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will write sentences using mots-liens and paragraph level speech. 2. Students will gain a deeper cultural knowledge of Léopold Sédar Senghor. 3. Students will write a letter to a friend giving them advice. 4. Students will write about what sports they prefer (individual or group) and the advantages of each.
Vocabulary	Grammar	Culture	Pronunciation							
Les mots-liens	Mots-liens and Paragraph-level Speech	Léopol Sédar Senghor	N/A							
<p>Unit 35: Verb Review Unit 35, Lessons 1-5 utilize the following protocol: Warm-Up, Matching, Listening and Speaking Labs, Speaking/Recording Labs, Listening and Writing Labs.</p> <table border="1" data-bbox="110 1709 870 1814"> <thead> <tr> <th>Vocabulary</th> <th>Grammar</th> <th>Culture</th> <th>Pronunciation</th> </tr> </thead> <tbody> <tr> <td>Verb Review</td> <td>Overview of Verb Tenses</td> <td>The Djembé</td> <td>Review: Open and Closed Sounds</td> </tr> </tbody> </table> <p>Lessons</p> <ul style="list-style-type: none"> • Warm Ups • Matching Activities • Speaking Lab • Listening, Reading, and Writing • Conversation Stations 1 & 2 <p>Assessments:</p>	Vocabulary	Grammar	Culture	Pronunciation	Verb Review	Overview of Verb Tenses	The Djembé	Review: Open and Closed Sounds	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will write sentences using different tenses. 2. Students will review open and closed sounds. 3. Students will gain cultural knowledge of the Djembé. 5. Students will record an oral presentation of why they think it is important to learn a foreign language. 6. Students will write to their friend giving them advise about learning French.
Vocabulary	Grammar	Culture	Pronunciation							
Verb Review	Overview of Verb Tenses	The Djembé	Review: Open and Closed Sounds							

<ul style="list-style-type: none"> • Reading Comprehension • Listening Comprehension • Culture Quiz • Writing Test • Test A – Online Objective <p><u>Journaling</u> A Foreign Language</p>		
<p><u>Unit 36: Semester 2 Final</u></p> <p>Unit 36, Semester 2 Final Review of Units 28-35.</p> <p><u>Assessments:</u></p> <ul style="list-style-type: none"> • Grammar and Vocabulary Assessment • Reading and Listening Comprehension • Writing Tests • Speaking Tests 	FL1.IL.1 FL1.IL.2 FL1.IL.3 FL2.IL.1 FL2.IL.2 FL3.IL.1 FL3.IL.2	<ol style="list-style-type: none"> 1. Students will review the grammar and cultural concepts studied in units 28-35. 2. Students will demonstrate proficiency of the objectives from units 28 through 35 by completing grammar and vocabulary tests, reading and listening comprehension tests, 2 writings tests and 2 speaking tests.