

French II Scope and Sequence – Fall Semester

Idea Control (Evidence of Use) Partial Control (~50% Accuracy) Full Control (+80% Accuracy)

	<i>Unit 1 – Clothing</i>	<i>Unit 2 – At Our House</i>	<i>Unit 3 – Around the Town</i>
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> • Clothing and accessories • Comparisons (of items and price) • Conjunctions: <i>mais, et, ou</i> (S) • Demonstrative adjectives • Direct object pronouns • Interrogatives (S) • <i>mettre</i> (in context, idiomatic uses) • <i>-er</i> verbs (in context) 	<ul style="list-style-type: none"> • Chores (limited) • House (rooms, furniture) • Negative expressions (in context) (S) • Possessive adjectives. (S) • BANGS: Adjectives that come before the noun • <i>dormir, sortir</i> and <i>partir</i> (in context) • <i>-ger</i> verbs • <i>nettoyer</i> + family of <i>-yer</i> verbs (in context) • <i>pouvoir</i> and <i>devoir</i> (in context) • <i>tout, tous, toute, toutes</i> • command forms (in context) • Prepositions of location 	<ul style="list-style-type: none"> • Directions • Formal and informal commands (S) • Places in town (S), Store names • Sequencing words (e.g. <i>d’abord, puis, ensuite, après ça, enfin</i>) • Transportation • <i>Je suis allé/e</i> • <i>savoir vs. connaître</i> • <i>suivre</i> • <i>voir</i> • <i>de</i> contractions (meaning ‘from the’)
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> • Comparative • Conjunction • Demonstrative Adjectives • Direct Object • Interjection • Object • Object Pronoun 	<ul style="list-style-type: none"> • Imperative Mood • Mood • Past Perfect Tense 	
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> • direct object pronouns <i>le</i> and <i>la, l’</i> and <i>les</i> • <i>-er</i> verbs 	<ul style="list-style-type: none"> • imperative • <i>nettoyer</i> + family of <i>-yer</i> verbs • <i>passé composé</i> with <i>avoir</i> • placement of adjectives • <i>-ger</i> verbs 	<ul style="list-style-type: none"> • <i>savoir/connaître</i> • <i>passé composé</i> with <i>avoir</i> • <i>passé composé</i> with <i>aller</i> • <i>de</i> contractions (S) • <i>à</i> contractions (S) • imperative (S)
<p>Culture</p>	Cultural understandings are infused across the units. For details, see C-CAP.		
<p>Interpretive and Presentational Strategies</p>	A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is NOT expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.		

French II Scope and Sequence – Spring Semester

Idea Control (Evidence of Use) Partial Control (~50% Accuracy) Full Control (+80% Accuracy)

	<i>Unit 4 – Festive Meals and Celebrations</i>	<i>Unit 5 – A Typical Day</i>	<i>Unit 6 – Vacation</i>
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> • Celebrations • Food • Indirect object pronouns (present tense) • Negative expression <i>pas de</i>. • <i>lui/leur</i> in context • <i>offrir</i> and <i>ouvrir</i> in context • <i>passé composé</i> (with <i>avoir</i>) (S) • <i>passé composé</i> (with <i>être</i>) • Partitive and definite articles (S) 	<ul style="list-style-type: none"> • Body parts (limited to routine) • Daily routines • Imperative with reflexive verbs (limited to <i>se dépêcher</i>) • Irregular reflexives (e.g. <i>s'appeler, se lever</i>) • <i>prendre</i> (S) • Reflexive verbs in the present tense • Reflexive pronouns and their possible contractions • <i>avant de, après, en même temps que</i> 	<ul style="list-style-type: none"> • Accommodations • International Travel • Military Time/24 Hour clock(S) • Public Transportation • Tourism vocab • <i>passé composé</i> (S) • <i>imparfait</i> (limited, e.g. to weather)
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> • Indirect Object • Indirect Object Pronoun • Past participle • Past Tense – <i>passé composé</i> 	<ul style="list-style-type: none"> • Reflexive verbs • Reflexive pronoun • Reciprocal verbs 	<ul style="list-style-type: none"> • Exchange rate • Past Tense -Imperfect Tense
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> • indirect object pronouns • <i>passé composé</i> with <i>être</i> • formation of negative expressions (S) • <i>offrir</i> and <i>ouvrir</i> • <i>passé composé</i> with <i>avoir</i> 	<ul style="list-style-type: none"> • imperative with reflexive verbs • irregular verbs, present tense • reflexive verbs 	<ul style="list-style-type: none"> • <i>imparfait</i> • <i>passé composé</i>
<p>Culture</p>	Cultural understandings are infused across the units. For details, see C-CAP.		
<p>Interpretive and Presentational Strategies</p>	A variety of strategies for interpretive and presentational communication are spread across this year's units. It is NOT expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.		