

## French 1 Scope and Sequence – Fall Semester

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

	<b>Unit 1 – Let’s Get Acquainted</b>	<b>Unit 2 – My Interests</b>	<b>Unit 3 – My Family</b>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>Alphabet</li> <li>Asking for and giving basic information</li> <li>Cardinal numbers 0-31</li> <li>Colors</li> <li>Classroom commands</li> <li>Classroom objects</li> <li>Cognates</li> <li>Greetings and farewells</li> <li>Indefinite articles</li> <li>Definite articles</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs of degree (e.g. <i>beaucoup, bien, un peu, pas du tout</i>).</li> <li>Basic weather</li> <li>Days of the week</li> <li>Seasons and months (in context)</li> <li>Expressing likes and dislikes (using <i>aimer</i>)</li> <li>Interrogative(s): <i>Est-ce que...?</i></li> <li>-er verbs in context (infinitives)</li> </ul>	<ul style="list-style-type: none"> <li>Describing people (personality, physical traits)</li> <li>Family</li> <li>Pets</li> <li>Possessive adjectives</li> <li>Possession <i>de</i></li> <li><i>C’est vs. Il/Elle est</i></li> <li><i>avoir, être</i></li> </ul>
<p><b>Terminology</b> Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> <li>Accents</li> <li>Adjective</li> <li>Article (Definite and Indefinite)</li> <li>Cognate</li> <li>Gender</li> <li>Noun</li> <li>Social Register</li> <li>Subject Pronoun</li> </ul>	<ul style="list-style-type: none"> <li>Adverb</li> <li>Idiom</li> <li>Infinitive</li> <li>Interrogative</li> <li>Intonation</li> <li>Verb</li> </ul>	<ul style="list-style-type: none"> <li>Adjective Agreement</li> <li>Conjugation</li> <li>Contractions</li> <li>Inversion</li> <li>Preposition</li> <li>Present Tense</li> <li>Subject</li> <li>Verb Ending</li> <li>Verb Stem</li> </ul>
<p><b>Grammar</b> Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> <li><b>indefinite and definite articles</b></li> <li><b><i>je, tu vs. vous</i></b></li> <li><b>pluralization of nouns (simple -s)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>irregular plurals (-x, al&gt;aux)</b></li> <li><b>negative <i>ne...pas</i></b></li> <li><b><i>J’aime plus infinitive</i></b></li> </ul>	<ul style="list-style-type: none"> <li><b>inverted questions</b></li> <li><b>possession with <i>de</i></b></li> <li><b>irregular adjectives</b></li> <li><b>adjective agreement and placement</b></li> <li><b>indefinite and definite articles</b></li> <li><b><i>avoir</i> and <i>être</i> in special expressions</b></li> <li><b>-er verbs in present tense</b></li> </ul>
<p><b>Culture</b></p>	<p>Cultural understandings are infused across the units. For details, see the individual units linked in <a href="#">Unit Resource Documents</a>.</p>		
<p><b>Interpretive and Presentational Strategies</b></p>	<p>A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is <b>NOT</b> 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.</p>		

## French 1 Scope and Sequence – Spring Semester

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

	<b>Unit 4 - School</b>	<b>Unit 5 – Sports and Activities</b>	<b>Unit 6 – Mealtime</b>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>• Cardinal numbers 32-100</li> <li>• Days of the week (<b>S</b>)</li> <li>• Ordinal numbers</li> <li>• Preposition <i>à</i></li> <li>• School (subjects, supplies, schedules)</li> <li>• Telling time (using minus the hour)</li> <li>• Military Time/24 hour clock</li> <li>• <i>avoir besoin de</i></li> <li>• <i>Il y a</i></li> <li>• -er verbs (<b>S</b>)</li> <li>• <i>le</i> with days of the week</li> <li>• -re verbs in context</li> <li>• <i>préférer, acheter</i></li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs of degree (e.g. <i>bien, mal</i>) (<b>S</b>)</li> <li>• Adverbs of frequency</li> <li>• Interrogatives (e.g. <i>quand, où, avec qui, pourquoi</i>) (<b>S</b>)</li> <li>• Places in town</li> <li>• Sports and activities</li> <li>• Weather (<b>S</b>)</li> <li>• <i>aller</i> and <i>futur proche</i> in context</li> <li>• <i>avoir envie de</i></li> <li>• <i>faire</i> and expressions with <i>faire</i></li> </ul>	<ul style="list-style-type: none"> <li>• Café</li> <li>• Common foods</li> <li>• Partitive articles (in context)</li> <li>• <i>avoir faim/avoir soif</i></li> <li>• <i>Je voudrais</i></li> <li>• -ir verbs</li> <li>• <i>prendre</i> (forms necessary for short conversations)</li> </ul>
<p><b>Terminology</b> Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> <li>• Cardinal vs Ordinal Numbers</li> <li>• Military Time/24 hour clock</li> <li>• Preposition</li> <li>• Stem change verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Helping Verb</li> <li>• Near Future</li> </ul>	<ul style="list-style-type: none"> <li>• Imperative Mood</li> <li>• Mood</li> <li>• Partitive</li> </ul>
<p><b>Grammar</b> Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> <li>• -re verbs</li> <li>• stem changing verbs</li> <li>• preposition <i>de</i></li> <li>• -er verbs in the present tense (<b>S</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>à</i> contractions</li> <li>• irregular verbs (i.e. <i>être, avoir, aller, faire</i>)</li> <li>• -er verb conjugation</li> </ul>	<ul style="list-style-type: none"> <li>• imperative (with <i>prendre</i>)</li> <li>• <i>ir</i> verb conjugation</li> <li>• partitive and definite articles</li> </ul>
<p><b>Culture</b></p>	Cultural understandings are infused across the units. For details, see the individual units linked in <a href="#">Unit Resource Documents</a> .		
<p><b>Interpretive and Presentational Strategies</b></p>	A variety of strategies for interpretive and presentational communication are spread across this year's units. It is <b>NOT</b> 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.		