

## French 2 Scope and Sequence – Fall Semester

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

	<b>Unit 1 – Clothing</b>	<b>Unit 2 – At Our House</b>	<b>Unit 3 – Around the Town</b>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>• Clothing and accessories</li> <li>• Comparisons (of items and price)</li> <li>• Conjunctions: <i>mais, et, ou</i> (S)</li> <li>• Demonstrative adjectives</li> <li>• Direct object pronouns</li> <li>• Interrogatives (S)</li> <li>• <i>mettre</i> (in context, idiomatic uses)</li> <li>• -er verbs (in context)</li> </ul>	<ul style="list-style-type: none"> <li>• Chores (limited)</li> <li>• House (rooms, furniture)</li> <li>• Negative expressions (in context) (S)</li> <li>• Possessive adjectives. (S)</li> <li>• BANGS: Adjectives that come before the noun</li> <li>• <i>dormir, sortir</i> and <i>partir</i> (in context)</li> <li>• -ger verbs</li> <li>• <i>nettoyer</i> + family of -yer verbs (in context)</li> <li>• <i>pouvoir</i> and <i>devoir</i> (in context)</li> <li>• <i>tout, tous, toute, toutes</i></li> <li>• command forms (in context)</li> <li>• Prepositions of location</li> </ul>	<ul style="list-style-type: none"> <li>• Directions</li> <li>• Formal and informal commands (S)</li> <li>• Places in town (S), Store names</li> <li>• Sequencing words (e.g. <i>d'abord, puis, ensuite, après ça, enfin</i>)</li> <li>• Transportation</li> <li>• <i>Je suis allé/e</i></li> <li>• <i>savoir vs. connaître</i></li> <li>• <i>suivre</i></li> <li>• <i>voir</i></li> <li>• <i>de</i> contractions (meaning 'from the')</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>• Comparative</li> <li>• Conjunction</li> <li>• Demonstrative Adjectives</li> <li>• Direct Object</li> <li>• Interjection</li> <li>• Object</li> <li>• Object Pronoun</li> </ul>	<ul style="list-style-type: none"> <li>• Imperative Mood</li> <li>• Mood</li> <li>• Past Perfect Tense</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>direct object pronouns <i>le</i> and <i>la, l'</i> and <i>les</i></b></li> <li>• <b>-er verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>imperative</b></li> <li>• <b><i>nettoyer</i> + family of -yer verbs</b></li> <li>• <b><i>passé composé</i> with <i>avoir</i></b></li> <li>• <b>placement of adjectives</b></li> <li>• <b>-ger verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>savoir/connaître</i></b></li> <li>• <b><i>passé composé</i> with <i>avoir</i></b></li> <li>• <b><i>passé composé</i> with <i>aller</i></b></li> <li>• <b><i>de</i> contractions (S)</b></li> <li>• <b><i>à</i> contractions (S)</b></li> <li>• <b>imperative (S)</b></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.		

## French 2 Scope and Sequence – Spring Semester

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	<b>Unit 4 – Festive Meals and Celebrations</b>	<b>Unit 5 – A Typical Day</b>	<b>Unit 6 – Vacation</b>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Food</li> <li>• Indirect object pronouns (present tense)</li> <li>• Negative expression <i>pas de</i>.</li> <li>• <i>lui/leur</i> in context</li> <li>• <i>offrir</i> and <i>ouvrir</i> in context</li> <li>• <i>passé composé</i> (with <i>avoir</i>) (S)</li> <li>• <i>passé composé</i> (with <i>être</i>)</li> <li>• Partitive and definite articles (S)</li> </ul>	<ul style="list-style-type: none"> <li>• Body parts (limited to routine)</li> <li>• Daily routines</li> <li>• Imperative with reflexive verbs (limited to <i>se dépêcher</i>)</li> <li>• Irregular reflexives (e.g. <i>s'appeler, se lever</i>)</li> <li>• <i>prendre</i> (S)</li> <li>• Reflexive verbs in the present tense</li> <li>• Reflexive pronouns and their possible contractions</li> <li>• <i>avant de, après, en même temps que</i></li> </ul>	<ul style="list-style-type: none"> <li>• Accommodations</li> <li>• International Travel</li> <li>• Military Time/24 Hour clock(S)</li> <li>• Public Transportation</li> <li>• Tourism vocab</li> <li>• <i>passé composé</i> (S)</li> <li>• <i>imparfait</i> (limited, e.g. to weather)</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>• Indirect Object</li> <li>• Indirect Object Pronoun</li> <li>• Past participle</li> <li>• Past Tense – <i>passé composé</i></li> </ul>	<ul style="list-style-type: none"> <li>• Reflexive verbs</li> <li>• Reflexive pronoun</li> <li>• Reciprocal verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange rate</li> <li>• Past Tense -Imperfect Tense</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>indirect object pronouns</b></li> <li>• <b><i>passé composé</i> with <i>être</i></b></li> <li>• <b>formation of negative expressions (S)</b></li> <li>• <b><i>offrir</i> and <i>ouvrir</i></b></li> <li>• <b><i>passé composé</i> with <i>avoir</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>imperative with reflexive verbs</b></li> <li>• <b>irregular verbs, present tense</b></li> <li>• <b>reflexive verbs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>imparfait</i></b></li> <li>• <b><i>passé composé</i></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>		