

French 4 Scope and Sequence – Fall Semester

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

	Unit 1 – France: Then and Now	Unit 2 – French Speaking Africa
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> ● Government ● Politics ● History ● <i>Plus-que parfait</i> 	<ul style="list-style-type: none"> ● Colonization ● Francophone African countries ● Legends, tales and fables ● <i>le conditionnel passé</i> (in context) ● <i>si</i> clauses (past tense) ● if...then clauses (in context) ● pluperfect and past conditional tense (S)
<p>Terminology Words students might need to know, but are not required for assessment.</p>		<ul style="list-style-type: none"> ● If...then clause
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> ● <i>passé compose and imparfait (S)</i> ● <i>le plus-que parfait</i> ● <i>l'infinitif passé</i> 	<ul style="list-style-type: none"> ● <i>le conditionnel passé</i> ● <i>si</i> clauses ● if...then clauses
<p>Culture</p>	<p>Cultural understandings are infused across the units. For details, see the individual units linked in Unit Resource Documents.</p>	
<p>Interpretive and Presentational Strategies</p>	<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.</p>	

French 4 Scope and Sequence – Spring Semester

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

	Unit 3 – Extended Novel Study	Unit 4 – French Influence Around the World
<p>Vocabulary for Communication See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> ● Vocabulary as applies to the novel being studied (teacher choice) ● Literary discussion ● <i>le passé simple</i> (in context) 	<ul style="list-style-type: none"> ● Debate ● Elements to form complex sentences (e.g. relative pronouns, conjunctions, etc.) (S) ● Future and conditional tenses (S) ● Relative pronouns (in context) ● Verbs followed by <i>à/de</i>
<p>Terminology Words students might need to know, but are not required for assessment.</p>	<ul style="list-style-type: none"> ● Present participle ● <i>le passé simple</i> 	<ul style="list-style-type: none"> ● Debate ● Proficiency ● If-then clause ● Relative pronoun
<p>Grammar Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.</p>	<ul style="list-style-type: none"> ● <i>le passé simple</i> ● Present participle 	<ul style="list-style-type: none"> ● Relative pronouns ● Verbs followed by <i>à/de</i> ● Present tense (S) ● Conditional Mood (S) ● Pluperfect and past conditional tenses ● Conditional mood (S) ● Future tense (S) ● Compound tenses
<p>Culture</p>	<p>Cultural understandings are infused across the units. For details, see the individual units linked in Unit Resource Documents.</p>	
<p>Interpretive and Presentational Strategies</p>	<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.</p>	