

French II Scope & Sequence

Proficiency Goal: Novice High

ACTFL Standards addressed:

Communication:

- Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
- Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures:

- Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections:

- Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.
- Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.

Comparisons:

- Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities:

- Standard 5.1: Students use the language both within and beyond the school setting.
- Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

Unit Title & Connection to AP Thematic Units	Suggested Pacing:	Vocabulary to Be Introduced/Reviewed	Grammar Topics and Concepts to be Introduced/Reviewed	Essential Questions:	What Can Students Do by the End of the Unit?
<p>Unit 1: La rentrée</p> <p>Ap Context: The Influence of Language and Culture on Identity</p>	4 – 5 weeks	-Introducing oneself to the class community	<p>-Level 1 core grammar concepts (ex. je suis, adjectives, j’aime, famille, je n’aime pas)</p> <p>-Introducing oneself to the class community</p> <p>Comparing Francophone countries and how they start the school year</p>	<p>Qu’est-ce que tu aimes/n’aimes pas? Comment est ta famille ?</p> <p>Comment es-tu ?</p> <p>Quels sont les cours que tu préfères ?</p>	<p>-I can identify names of classes and their locations on a class schedule</p> <p>-I can introduce myself when I meet people</p> <p>- I can answer questions about my favorite weekend activities</p> <p>-I can answer questions about who is in my family</p>
<p>Unit 2: La Santé</p> <p>AP Context: Factors That Impact the Quality of Life</p>	<p>Suggested Pacing:</p> <p>5 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <p>-J’ai mal...</p> <p>-Comparative adjectives (mieux que, pire que)</p> <p>-Parts of the body</p>	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <p>-Compare healthcare system to that in other Francophone countries</p>	<p>Essential Questions:</p> <p>Qu’est-ce que tu fais pour rester en bonne santé ?</p> <p>Décris tes symptômes quand tu es malade.</p>	<p>What Can Students Do by the End of the Unit?</p> <p>-I can exchange with others some ideas</p>

		<ul style="list-style-type: none"> -Healthy lifestyle (faire de l' exercise, faire du yoga etc.) -Symptoms of being sick (je tousse, un nez qui coule) 			<p>about ways to stay healthy.</p> <p>-I can say if I feel well, so-so, or sick</p>
<p>Unit 3: Les loisirs</p> <p>AP Context: Factors That Impact the Quality of Life</p>	<p>Suggested Pacing: 6 – 8 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Discover typical Quebecois winter activities -Activities in one's free time (watching movies, playing sports/instruments, reading, etc) -Seasonal activities (to describe a past event) ex. l'été dernier, je suis allé à la plage. -Pendant les vacances d'hiver j'ai fait un bonhomme de neige 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -passé composé 	<p>Essential Questions:</p> <p>Qu'est-ce que tu as fait pendant le weekend ? Qu'est-ce que tu as fait l'été dernier ? Qu'est-ce que tu as fait pendant les vacances d'hiver ?</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can ask and answer questions about school, food, or hobbies in a conversation. -I can tell a peer or colleague what I did this weekend
<p>Unit 4: La cuisine de la rue</p> <p>AP Context: The Influence of Language and Culture on Identity</p>	<p>Suggested Pacing: 4 –5 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Direct Object Pronouns 	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <ul style="list-style-type: none"> -Continue to recycle & reinforce grammar concepts from earlier in the year -Discover unique cuisine from Francophone countries. -Give opinions about food selections 	<p>Essential Questions:</p> <p>Qu'est-ce que tu veux ? Comment je peux vous aider ? C'est combien ? Quel est le prix de... ? Décris le gout de ton plat préféré.</p>	<p>What Can Students Do by the End of the Unit?</p> <ul style="list-style-type: none"> -I can say how much I like or don't like certain foods. - I can exchange opinions about food I can write some simple details about foods based

					<p>on pictures or photos</p> <ul style="list-style-type: none"> - I can act appropriately when obtaining food in familiar situations
<p>Unit 5: La routine quotidienne</p> <p>AP Context: The Influence of Language and Culture on Identity</p>	<p>Suggested Pacing: 4 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed -daily routine vocabulary -household chores</p>	<p>Grammar Topics and Concepts to be Introduced/Reviewed - reflexive verbs (past & present tense) -Compare household responsibilities in other Francophone countries</p>	<p>Essential Questions: Qu'est-ce que tu fais le matin/soir ? Qu'est-ce que tu fais pour aider ta famille ?</p>	<p>What Can Students Do by the End of the Unit? -I can ask and answer questions about what kinds of chores are easier or more enjoyable. In my own and other cultures, -I can compare practices related to everyday life and personal interests or studies. -I can describe a simple routine</p>
<p>Unit 6: L'enfance</p>	<p>Suggested Pacing: 4 weeks</p>	<p>Vocabulary to Be Introduced/Reviewed</p>	<p>Grammar Topics and Concepts to be Introduced/Reviewed - imparfait</p>	<p>Essential Questions:</p>	<p>What Can Students Do by the End of the Unit?</p>

<p>AP Context: Families in Different Societies</p>		<p>-childhood activities (ex. Playing tag, collecting things, etc)</p>	<p>-introduce the difference between passé composé & imparfait -Investigate the childhood experiences of others</p>	<p>Qu'est-ce que tu faisais quand tu étais petit ? Qu'est-ce que tu voulais être quand tu étais petit ?</p>	<p>-I can write about a field trip, an event, or an activity that I participated in.</p>
<p>Unit 7: La Lecture</p> <p>AP Context: (Dependent on the teacher's selected reading)</p>	<p>Suggested Pacing:</p> <p>8 weeks (Sequential weeks OR Divided throughout the year)</p>	<p>Vocabulary to Be Introduced/Reviewed</p> <p>- Teacher may choose to highlight certain grammatical structures, however, the focus of the unit is on developing student comprehension through reading.</p> <p>- Vocabulary that is specific to a teacher-selected level appropriate text.</p> <p>Examples: Comprehensible Input Readers (with glossaries), poems, short stories, etc in French</p>	<p>Grammar Topics and Concepts to be Introduced/Reviewed</p> <p>-Read in French to further develop one's fluency in the language</p>	<p>Essential Questions:</p> <p>Qu'est-ce qui s'est passé dans le roman, passage, poème, etc? Donne ton opinion du roman, d'un personnage, etc</p>	<p>What Can Students Do by the End of the Unit?</p> <p>-I can identify some basic facts from memorized or familiar words and phrases when they are supported by gestures or visuals in fictional texts. -I can identify correct statements about something I read -I can give my opinion about a text or character in a story</p>

