

## French III Scope and Sequence – Fall Semester

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

	<i>Unit 1 – When I was little...</i>	<i>Unit 2 –My Cultural Life</i>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>Animals</li> <li>Fairy tales</li> <li>Childhood activities, events, games</li> <li>Temporal expressions (e.g. <i>soudain</i> vs. <i>tous les jours</i>) (S)</li> <li>Sequencing words (S)</li> </ul>	<ul style="list-style-type: none"> <li>Critiquing</li> <li>Cultural leisure activities</li> <li>Visual/performing arts (fine and popular)</li> <li>Interjections (S)</li> <li><i>celui, celle, ceux, celles</i></li> <li>Relative pronouns <i>ce qui, ce que, ce dont</i> (in context)</li> <li>Comparative/superlative adjectives</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>Demonstrative Pronouns</li> <li>Relative Pronouns</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>Placement of adverbs</li> <li>Passé composé (S)</li> <li>Imparfait</li> <li>Reflexive (<i>imparfait</i> and <i>passé composé</i>)</li> <li>Passé composé vs. <i>imparfait</i></li> </ul>	<ul style="list-style-type: none"> <li>Relative pronouns <i>qui, que, ce qui, ce que</i></li> <li>Demonstrative pronouns</li> <li>Negative expressions (S)</li> <li>Comparative/superlative adjectives</li> </ul>
<p><b>Culture</b></p>	Cultural understandings are infused across the units. For details, see C-CAP.	
<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 III Scope and Sequence – Spring Semester

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

	<i>Unit 3 – Health and Wellness</i>	<i>Unit 4 – What’s next...</i>
<p><b>Vocabulary for Communication</b> See suggested vocabulary in Unit Overviews for more detail.</p>	<ul style="list-style-type: none"> <li>Active leisure activities</li> <li>Body parts (<b>S</b>)</li> <li>Subjunctive forms (in context)</li> <li>Daily habits</li> <li>Health and wellness</li> </ul>	<ul style="list-style-type: none"> <li>Geography</li> <li>Professions</li> <li>Everyday technology</li> <li>Masculine and feminine noun endings (for professions)</li> <li>Expressions indicating <i>le futur simple</i> (e.g. <i>quand, dès que, lorsque</i>)</li> <li>Verbs in <i>le futur simple</i> (<i>aur-, ir-, ser-</i>)</li> <li>Expressions with subjunctive (teacher choice)</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>Conditional mood</li> <li>Suffix</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>Object pronouns <i>en</i> and <i>y</i></li> <li>Subjunctive</li> <li>Imperative (<b>S</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Noun endings</li> <li>Conditional mood</li> <li><i>si</i> and <i>quand</i> clauses</li> <li><i>le futur simple vs. futur proche</i></li> <li><i>quand, dès que, lorsque</i></li> <li>Subjunctive (<b>S</b>)</li> </ul>
<p><b>Culture</b></p>	Cultural understandings are infused across the units. For details, see C-CAP.	
<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.	