

French I Scope and Sequence – Fall Semester

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

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

French I Scope and Sequence – Spring Semester

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

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