			Course: French II Grade Level: 9-12 Unit 1
Course/Subject: French II	Grade: 9-12	Unit 1: Révisions - Ma famille et mes copains	Suggested Timeline: 2-3 weeks

Grade Level Summary	This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.
Grade Level Units	Unit 1: Révisions - Ma famille et mes copains Unit 2: On fait la fête Unit 3: Faisons les courses Unit 4: Au lycée Unit 5: Une journée typique Unit 6: Le bon vieux temps Unit 7: Un week-end en plein air

Unit Title	Révisions - Ma famille et mes copains
Unit Summary	Review of grammar topics and vocabulary from French I

Unit Essential Questions:	Key Understandings:
How do I recover the knowledge I gained in French I after the summer break?	1. Review conjugations of -er, -re, and -ir verbs and all of the irregular verbs.
	 Vocabulary from French I Basic grammatical structures (subject pronouns, articles,
	adjective agreement)

Focus Standards Addressed in the Unit:		
Standard Number	Standard Description	
Communications 1.1,1.2,1.3	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 2.1, 2.2	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 3.1, 3.2	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 4.1, 4.2	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 5.1,	Standard 5.1: Students use the language both within and beyond the school setting.

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Communities 5.1, 5.2	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.	

Misconceptions:	Proper Conceptions:
 Vous vs. tu, gender and number agreement with nouns, articles and adjectives, when to use être and when to use avoir. Article usage, when to use and when not to use 	 Proper definition and rules of usage covered in French I. Knowing which verb conjugations to use with which subject pronouns. As English speakers, we do not use articles in certain circumstances, whereas in French, you use articles before body parts.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
 Conjugations of -er, -re, -ir verbs; irregular verbs of the present tense Vocabulary from French I 	 Conjugations in the present tense of regular and irregular verbs with all six pronouns Apply vocabulary in reading, writing, listening and speaking activities 	CommunicationCritical ThinkingCompetency

 Basic grammatical structures (subject pronouns, articles, noun/adjective agreement) 	Applying and utilizing correct articles and noun/adjective agreement	
Academic Vocabulary:		
• Conjugation	Cognate	PronounArticles (Indefinite & Definite

Evidence: Assessments and Performance Task(s)

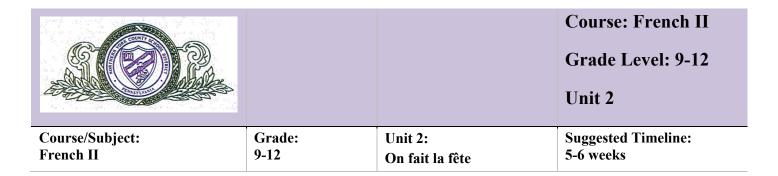
- Homework
- Summative end of unit assessment, speaking and listening assessment
 - Quizzes
 - o Unit Quiz/Exam
- Performance Standards (Interpretative, Interpersonal, Presentational)
 - Projects
 - o Speaking & Listening assessment

Interdisciplinary Connections:

- Mathematics with review of numbers
- Geography with review of capitals and countries
- Parts of speech
- Art and architecture

Additional Resources:

- Textbook
- Audio program and listening packet
- Workbook
- Vocabulary lists and flashcards
- Powerpoints
- Authentic print and audio sources
- Online resources
 - YouTube videos
 - o Webquests
 - o Alexa
 - Quizlet & Kahoot



Grade Level Summary	This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.
Grade Level Units	Unit 1: Révisions - Ma famille et mes copains Unit 2: On fait la fête Unit 3: Faisons les courses Unit 4: Au lycée Unit 5: Une journée typique Unit 6: Le bon vieux temps Unit 7: Un week-end en plein air

Unit Title	On fait la fête
Unit Summary	 Giving and asking for advice Discussing parties Having a good time Direct object pronouns

Unit Essential Questions:	Key Understandings:	
1. What are some celebrations here in the United States?	1. Direct and indirect object uses	
2. Do you know any celebrations in any French speaking	2. Irregular verb offrir	
countries?	3. Passé composé with avoir and être and participles	
	4. Negative expressions	
	5. Vocabulary associated with celebrations & advice	

Focus Standards Addressed in the Unit:	
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Misconceptions:	Proper Conceptions:
 Proper placement of the indirect and direct object pronouns. Passé composé participles for the different verbs. Only using one part of negative expressions 	 Object pronouns go before a conjugated verb, or when there is a conjugated verb and infinitive, it goes between them. Passé composé for avoir has regular and irregular participles and être has a set list and set rules of participles French uses two parts to form negative expressions

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices

- Direct & Indirect object pronouns - when to use them and how.
- Passé composé with avoir and être & the participles
- Negative expressions & the different examples of them.
- Celebratory vocabulary
- Proper uses of direct object pronouns and indirect object pronouns - how to properly use them and to avoid repetition.
- Conjugating in the passé composé and knowing which verbs are avoir verbs and which are être. Knowing form to form the participles with the avoir and être verbs
- Negative expressions and how to properly use them.
- Apply the vocabulary in reading, writing, listening and speaking activities

- Communication
- Critical Thinking
- Competency

Academic Vocabulary:

• Conjugation - Passé composé

Participles that go with the passé composé

• Indirect & direct object pronouns

Evidence: Assessments and Performance Task(s)

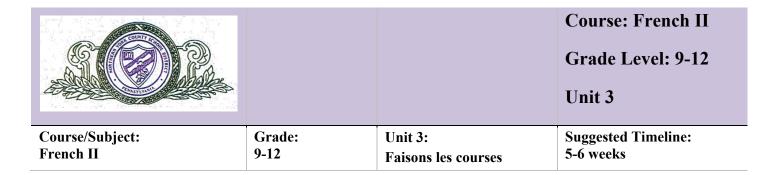
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- Performance Standards (Interpretative, Interpersonal, Presentational)
 - o Projects
 - Speaking & Listening assessment

Interdisciplinary Connections:

- Mathematics with review of numbers
- Geography with review of capitals and countries
- Parts of speech
- Art and architecture/ Literature

Additional Resources:

- Textbook
- Audio program and listening packet
- Workbook
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- Powerpoints
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Unit Title	Faisons les courses
Unit Summary	 Discussing food preparations Making requests Shopping Asking where things are. Pronouns Y en EN

Unit Essential Questions:	Key Understandings:	
1. What are some items that you cook with?	1. Partitive	
2. Can you tell someone how to make something step-by-	2. Pronoun y and en	
step?	3. Question formation	
3. What are some cultural differences when discussing food	4. Placement of object pronouns	
(measurements)?	5. Contractions with à and de	
4. What are some traditional French dishes? What are their	6. Vocabulary associated with food preparation and shopping	
American equivalents?		

Focus Standards Addressed in the Unit:	
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Misconceptions:	Proper Conceptions:
 The partitive is under utilized in English or not used at all. Non-metric system usage in the United States Pronouns y and en placement - issues with using it appropriately Students have been told that ne and pas go "around the verb", they may have trouble remembering what to do when there is a direct object pronoun 	 The partitive is essential to use when discussing food and drink to refer to some The metric system is used in alal French speaking countries Pronoun positions - knowing where it goes Ne and pas will surround both the pronoun and the verb. Je ne le fais pas

Evidence: Assessments and Performance Task(s)

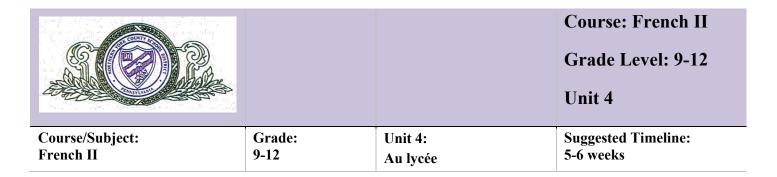
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Interdisciplinary Connections:

- Mathematics with review of numbers and metric system
- Science metric system
- Geography with discussion of food in particular regions
- Parts of speech
- Art and architecture/ Literature

Additional Resources:

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Unit Title	Au lycée
Unit Summary	 Asking how something turned out Ask for information Express frustration Passé composé

Unit Essential Questions:	Key Understandings:
1. How can you form negative expressions in French?	1. Object pronouns with the passé composé
2. How do you properly use the object pronouns with the	2. Negative expressions
passé composé?	3. Irregular verbs recevoir, suivre, ouvrir
	4. Depuis, il y a and ça fait expressions
	5. School & technology vocabulary

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Misconceptions:	Proper Conceptions:
 Students learned with avoir passé composé, that the participle does agree with gender or number. When students see je suis, they are likely to think that this is the form of être. 	 With the introduction of a object pronoun the participle will now have to agree with direct object pronoun. Suis is also the je conjugation for the suivre verb.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
 Object pronouns with the passé composé Negative expressions Recevoir Suivre 	 Proper structure to forming the passé composé with direct object pronouns Properly using the negative expressions to convey different meanings 	CommunicationCritical ThinkingCompetency

 Depuis, il y a, ça fait expressions Ouvrir School & technology vocabulary 	 Irregular verbs and how to properly conjugate them Comprehending the new vocabulary 	
Academic Vocabulary:		
• Negative	• Expressions	Direct object pronouns with the passé composé
Evidence: Assessments and Performance	e Task(s)	

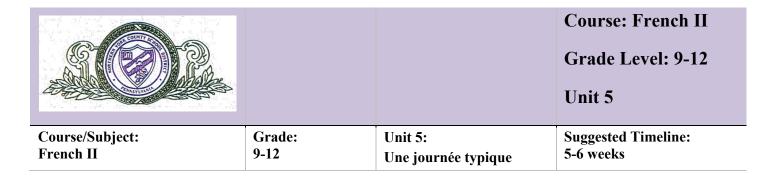
- Homework
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- Performance Standards (Interpretative, Interpersonal, Presentational)
 - **Projects**
 - Speaking & Listening assessment

Interdisciplinary Connections:

- Mathematics with review of numbers and metric system
- Technology
- Geography with discussion school and sports
- Parts of speech
- Art and architecture/ Literature

Additional Resources:

- Textbook
- Audio program and listening packet
- Workbook
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Unit Title	Une journée typique
Unit Summary	 Discussing routines Expressing patience When you do things Making recommendations

Unit Essential Questions:	Key Understandings:	
1. What are reflexive verbs and how are they used?	1. Reflexive verbs	
2. How is the passé composé used with reflexive verbs	2. Tout	
properly?	3. Passé composé with the reflexive verbs	
3. How is the imperative used with reflexive verbs?	4. Imperative with reflexive verbs	
4. Why are reflexive verbs used? Do we have these in	5. Reflexive verbs with infinitives	
English?		

Focus Standards Addressed in the Unit:	
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Misconceptions:	Proper Conceptions:
 Students will have issues with reflexive verbs because they are verbs that we do to ourselves. Students may find the expression tous les deux in the dictionary meaning both, but tous les deux jours does not mean both. Students may think that la figure means a person's body shape. 	 Students will need to learn reflexive pronouns that go along with reflexive verbs to use them properly. The expression tous les deux jours actually means every other day, and not both days. La figure is a false cognate and actually refers only to a person's face.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices

Reflexive verbs
 Routine vocabulary
 Making recommendations
 How to use reflexive verbs in the different tenses
 Proper structure of verb tenses with the reflexive verbs
 Communication
 Critical Thinking
 Competency

Academic Vocabulary:

Routine vocabulary

Evidence: Assessments and Performance Task(s)

- Homework
- Summative end of unit assessment, speaking and listening assessment
 - Quizzes

Reflexive Infinitives & Pronouns

- Unit Quiz/Exam
- Performance Standards (Interpretative, Interpersonal, Presentational)
 - Projects
 - Speaking & Listening assessment

Interdisciplinary Connections:

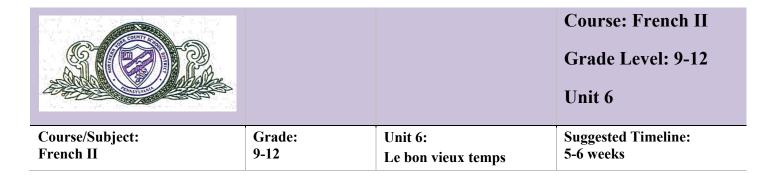
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Created By: Northern York County School District World Language Department

Recommendation vocabulary



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Unit Title	Le bon vieux temps
Unit Summary	 Discussing childhood & events in the past Country & city life Imparfait, passé composé & imparfait Adverb placement, comparatives with adjectives and nouns Superlative with adjectives, irregular comparatives & superlatives

Unit Essential Questions:	Key Understandings:	
1. What is the difference between passé composé and	1. Passé composé & imparfait	
imparfait?	2. Adverb placement	
2. When do you use passé composé & imparfait?	3. Comparatives	
3. How do you use the two past tenses properly?	4. Superlatives	
4. What is the comparative? Superlative?	5. Irregular comparatives & superlatives	
5. What are the irregular comparatives and superlatives and		
how are they used?		

Focus Standards Addressed in the Unit:	
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Connections 3.1, 3.2	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 4.1, 4.2	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.
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Misconceptions:	Proper Conceptions:
 Students will have issues with distinguishing which of the two past tenses to use. That only certain words or phrases will "trigger" the imparfait or the passé composé Comparative and superlative word order 	 Students need learn the keys and concepts of when to use the two past tenses. Keywords are not necessarily the rules of using the past tense and the students will have to think about the context of their sentence. Proper word order when forming the comparative and superlative

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices

- Country & city life vocab
- Childhood vocab
- Passé composé & imparfait
- Comparatives & superlatives
- How to use passé composé and imparfait properly and know when to use them.
- How to properly form the comparatives and superlatives.
- When to use the irregular comparatives and superlatives.
- Communication
- Critical Thinking
- Competency

Academic Vocabulary:

- Childhood vocabulary and country and city life vocabulary
- Passé composé & imparfait
- Comparatives & Superlatives

Evidence: Assessments and Performance Task(s)

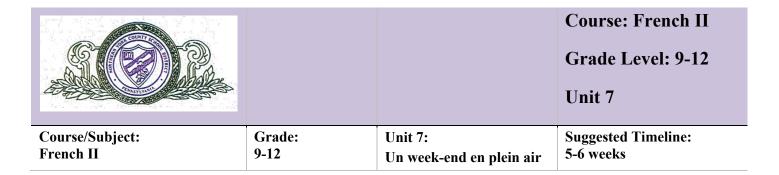
- Homework
- Summative end of unit assessment, speaking and listening assessment
 - Quizzes
 - Unit Quiz/Exam
- Performance Standards (Interpretative, Interpersonal, Presentational)
 - Projects
 - Speaking & Listening assessment

Interdisciplinary Connections:

- Agriculture
- Environment
- Parts of speech
- Art and architecture/ Literature

Additional Resources:

- Textbook
- Audio program and listening packet
- Workbook
- Vocabulary lists and flashcards
- Powerpoints
- Authentic print and audio sources
- Online resources
 - YouTube videos
 - o Webquests
 - o Alexa
 - Quizlet & Kahoot



Grade Level Summary	This course is designed to strengthen the student's command of spoken and written French. Language components, as outlined in the National Foreign Language Standards, continue to be addressed. The course begins with a review of previously learned vocabulary and grammar. The presentation of new material is supplemented by the constant re-entry of information learned in French I and II. Special emphasis is placed on the ability to express individual feelings and opinions. Supplemental material provides enrichment, individualization and reinforcement. Cultural information is integrated into the learning process so that students increase their awareness of the arts, music, geography, history, customs and traditions of the French speaking world. The successful completion of this course will serve as a foundation for advanced language study.
Grade Level Units	Unit 1: Révisions - Ma famille et mes copains Unit 2: On fait la fête Unit 3: Faisons les courses Unit 4: Au lycée Unit 5: Une journée typique Unit 6: Le bon vieux temps Unit 7: Un week-end en plein air

Unit Title	Un week-end en plein air
Unit Summary	 Discussing what happened Describing circumstances Tell what you will do and wonder what will happen Passé composé and imparfait, être en train de, the future and the verb courir

Unit Essential Questions:	Key Understandings:
1. What are the proper uses of the passé composé and	1. Passé composé and imparfait and when it is used
imparfait and when it is used?	2. Using the expression être en train de in sentences to
2. How do you use être en train de when discussing what	discuss what someone is doing at the particular
someone is doing?	moment.
3. How is the future tense formed? When is it used?	3. Conjugation of the future tense and discussing what will
4. What is the irregular future verbs?	happen.
5. How do you conjugate the irregular verb courir?	4. Irregular future verb stems
	5. Properly conjugating the verb courir

Focus Standards Address	ed in the Unit:
Standard Number	Standard Description

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Misconceptions:	Proper Conceptions:
 Only one past tense to describe everything The verbs pouvoir, vouloir, and devoir conjugate the same in the present tense so they will in the past tense. 	 There are rules of when to use the different past tenses and how to use them. Pouvoir, vouloir, and devoir conjugate the same in the present tense, but have irregular future stems.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
 Passé composé & Imparfait uses Expression être en train de 	Knowing the proper uses of the passé composé and imparfait	Communication Critical Thinking

Future tenseCourir	 Using the expression properly Future tense conjugations and their irregular stems 	Competency		
Academic Vocabulary:				
Camping and forest vocabulary	Passé composé & imparfait uses	Future tense		
Evidence: Assessments and Performance Task(s)				
• Homework				
 Summative end of unit assessment, speaking and listening assessment 				
o Quizzes				
O Unit Quiz/Exam				

Projects

Speaking & Listening assessment

Performance Standards (Interpretative, Interpersonal, Presentational)

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