

		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	<p>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.</p>
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: 1. How do I recover the knowledge I gained in French I after the summer break?	Key Understandings: 1. Review conjugations of -er, -re, and -ir verbs and all of the irregular verbs. 2. Vocabulary from French I 3. Basic grammatical structures (subject pronouns, articles, adjective agreement)
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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.

Important Standards Addressed in the Unit:

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.
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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:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Conjugations of -er, -re, -ir verbs; irregular verbs of the present tense • Vocabulary from French I 	<ul style="list-style-type: none"> • Conjugations in the present tense of regular and irregular verbs with all six pronouns • Apply vocabulary in reading, writing, listening and speaking activities 	<ul style="list-style-type: none"> • Communication • Critical Thinking • Competency

<ul style="list-style-type: none"> ● Basic grammatical structures (subject pronouns, articles, noun/adjective agreement) 	<ul style="list-style-type: none"> ● Applying and utilizing correct articles and noun/adjective agreement 	
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Academic Vocabulary:

<ul style="list-style-type: none"> ● Conjugation 	<ul style="list-style-type: none"> ● Cognate 	<ul style="list-style-type: none"> ● Pronoun ● Articles (Indefinite & Definite)
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> ● Homework ● Summative end of unit assessment, speaking and listening assessment <ul style="list-style-type: none"> ○ Quizzes ○ Unit Quiz/Exam ● Performance Standards (Interpretative, Interpersonal, Presentational) <ul style="list-style-type: none"> ○ Projects ○ Speaking & Listening assessment
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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
 - Webquests
 - Alexa
 - Quizlet & Kahoot

Created By: Northern York County School District World Language Department



Course: French II
Grade Level: 9-12
Unit 2

Course/Subject:
French II

Grade:
9-12

Unit 2:
On fait la fête

Suggested Timeline:
5-6 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

On fait la fête

Unit Summary

- Giving and asking for advice
- Discussing parties
- Having a good time
- Direct object pronouns

Unit Essential Questions:

1. What are some celebrations here in the United States?
2. Do you know any celebrations in any French speaking countries?

Key Understandings:

1. Direct and indirect object uses
2. Irregular verb offrir
3. Passé composé with avoir and être and participles
4. Negative expressions
5. Vocabulary associated with celebrations & advice

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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Communities 5.1	Standard 5.1: Students use the language both within and beyond the school setting.

Important Standards Addressed in the Unit:

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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:
<ul style="list-style-type: none"> • Proper placement of the indirect and direct object pronouns. • Passé composé participles for the different verbs. • Only using one part of negative expressions 	<ul style="list-style-type: none"> • 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
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<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Communication • Critical Thinking • Competency
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Academic Vocabulary:

<ul style="list-style-type: none"> • Conjugation - Passé composé 	<ul style="list-style-type: none"> • Participles that go with the passé composé 	<ul style="list-style-type: none"> • Indirect & direct object pronouns
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Homework • Summative end of unit assessment, speaking and listening assessment <ul style="list-style-type: none"> ◦ Quizzes ◦ Unit Quiz/Exam • Performance Standards (Interpretative, Interpersonal, Presentational) <ul style="list-style-type: none"> ◦ Projects ◦ Speaking & Listening assessment
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Interdisciplinary Connections:

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

Additional Resources:

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Created By: Northern York County School District World Language Department



Course: French II
Grade Level: 9-12
Unit 3

Course/Subject:
French II

Grade:
9-12

Unit 3:
Faisons les courses

Suggested Timeline:
5-6 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

Faisons les courses

Unit Summary

- Discussing food preparations
- Making requests
- Shopping
- Asking where things are.
- Pronouns Y en EN

Unit Essential Questions:

1. What are some items that you cook with?
2. Can you tell someone how to make something step-by-step?
3. What are some cultural differences when discussing food (measurements)?
4. What are some traditional French dishes? What are their American equivalents?

Key Understandings:

1. Partitive
2. Pronoun y and en
3. Question formation
4. Placement of object pronouns
5. Contractions with à and de
6. Vocabulary associated with food preparation and shopping

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

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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.

Important Standards Addressed in the Unit:

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.
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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The partitive is essential to use when discussing food and drink to refer to some • The metric system is used in all 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

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> ● Partitive ● The pronoun y and en ● Proper question formation ● Placement of direct pronouns 	<ul style="list-style-type: none"> ● Proper uses of when to use the partitive ● Properly using y and en in French and avoiding repetition ● Forming formal French questions and structure ● Properly arranging the pronouns in French sentences and knowing where they go. 	<ul style="list-style-type: none"> ● Communication ● Critical Thinking ● Competency

Academic Vocabulary:

<ul style="list-style-type: none"> ● Partitive 	<ul style="list-style-type: none"> ● Pronouns y and en 	<ul style="list-style-type: none"> ● Direct object pronouns placement
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> ● Homework ● Summative end of unit assessment, speaking and listening assessment <ul style="list-style-type: none"> ○ Quizzes ○ Unit Quiz/Exam ● Performance Standards (Interpretative, Interpersonal, Presentational) <ul style="list-style-type: none"> ○ Projects ○ Speaking & Listening assessment
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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:

- Textbook
- Audio program and listening packet
- Workbook
- Vocabulary lists and flashcards
- Powerpoints
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Created By: Northern York County School District World Language Department



Course: French II
Grade Level: 9-12
Unit 4

Course/Subject:
French II

Grade:
9-12

Unit 4:
Au lycée

Suggested Timeline:
5-6 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

Au lycée

Unit Summary

- Asking how something turned out
- Ask for information
- Express frustration
- Passé composé

Unit Essential Questions:

1. How can you form negative expressions in French?
2. How do you properly use the object pronouns with the passé composé?

Key Understandings:

1. Object pronouns with the passé composé
2. Negative expressions
3. Irregular verbs recevoir, suivre, ouvrir
4. Depuis, il y a and ça fait expressions
5. School & technology vocabulary

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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.

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Misconceptions:	Proper Conceptions:
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Object pronouns with the passé composé Negative expressions Recevoir Suivre 	<ul style="list-style-type: none"> Proper structure to forming the passé composé with direct object pronouns Properly using the negative expressions to convey different meanings 	<ul style="list-style-type: none"> Communication Critical Thinking Competency

<ul style="list-style-type: none"> • Depuis, il y a, ça fait expressions • Ouvrir • School & technology vocabulary 	<ul style="list-style-type: none"> • Irregular verbs and how to properly conjugate them • Comprehending the new vocabulary 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Negative 	<ul style="list-style-type: none"> • Expressions 	<ul style="list-style-type: none"> • Direct object pronouns with the passé composé
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> • Homework • Summative end of unit assessment, speaking and listening assessment <ul style="list-style-type: none"> ○ Quizzes ○ Unit Quiz/Exam • Performance Standards (Interpretative, Interpersonal, Presentational) <ul style="list-style-type: none"> ○ Projects ○ Speaking & Listening assessment
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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
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Created By: Northern York County School District World Language Department



Course: French II
Grade Level: 9-12
Unit 5

Course/Subject:
French II

Grade:
9-12

Unit 5:
Une journée typique

Suggested Timeline:
5-6 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

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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

Une journée typique

Unit Summary

- Discussing routines
- Expressing patience
- When you do things
- Making recommendations

Unit Essential Questions:

1. What are reflexive verbs and how are they used?
2. How is the passé composé used with reflexive verbs properly?
3. How is the imperative used with reflexive verbs?
4. Why are reflexive verbs used? Do we have these in English?

Key Understandings:

1. Reflexive verbs
2. Tout
3. Passé composé with the reflexive verbs
4. Imperative with reflexive verbs
5. Reflexive verbs with infinitives

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
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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:
<ul style="list-style-type: none"> Students will have issues with reflexive verbs because they are verbs that we do to ourselves. Students may find the expression <i>tous les deux</i> in the dictionary meaning both, but <i>tous les deux jours</i> does not mean both. Students may think that <i>la figure</i> means a person's body shape. 	<ul style="list-style-type: none"> Students will need to learn reflexive pronouns that go along with reflexive verbs to use them properly. The expression <i>tous les deux jours</i> actually means every other day, and not both days. <i>La figure</i> is a false cognate and actually refers only to a person's face.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
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<ul style="list-style-type: none"> ● Reflexive verbs ● Routine vocabulary ● Making recommendations 	<ul style="list-style-type: none"> ● How to use reflexive verbs in the different tenses ● Proper structure of verb tenses with the reflexive verbs 	<ul style="list-style-type: none"> ● Communication ● Critical Thinking ● Competency
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Academic Vocabulary:

<ul style="list-style-type: none"> ● Reflexive Infinitives & Pronouns 	<ul style="list-style-type: none"> ● Routine vocabulary 	<ul style="list-style-type: none"> ● Recommendation vocabulary
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Evidence: Assessments and Performance Task(s)

<ul style="list-style-type: none"> ● Homework ● Summative end of unit assessment, speaking and listening assessment <ul style="list-style-type: none"> ○ Quizzes ○ Unit Quiz/Exam ● Performance Standards (Interpretative, Interpersonal, Presentational) <ul style="list-style-type: none"> ○ Projects ○ Speaking & Listening assessment
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Interdisciplinary Connections:

- Technology
- 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
 - Webquests
 - Alexa
 - Quizlet & Kahoot

Created By: Northern York County School District World Language Department



Course: French II
Grade Level: 9-12
Unit 6

Course/Subject:
French II

Grade:
9-12

Unit 6:
Le bon vieux temps

Suggested Timeline:
5-6 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

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:

1. What is the difference between passé composé and imparfait?
2. When do you use passé composé & imparfait?
3. How do you use the two past tenses properly?
4. What is the comparative? Superlative?
5. What are the irregular comparatives and superlatives and how are they used?

Key Understandings:

1. Passé composé & imparfait
2. Adverb placement
3. Comparatives
4. Superlatives
5. Irregular comparatives & superlatives

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, 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.

Important Standards Addressed in the Unit:

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.
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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:
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
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<ul style="list-style-type: none"> Country & city life vocab Childhood vocab Passé composé & imparfait Comparatives & superlatives 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Communication Critical Thinking Competency
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Academic Vocabulary:

<ul style="list-style-type: none"> Childhood vocabulary and country and city life vocabulary 	<ul style="list-style-type: none"> Passé composé & imparfait 	<ul style="list-style-type: none"> Comparatives & Superlatives
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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
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Created By: Northern York County School District World Language Department



Course: French II
Grade Level: 9-12
Unit 7

Course/Subject:
French II

Grade:
9-12

Unit 7:
Un week-end en plein air

Suggested Timeline:
5-6 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

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:

1. What are the proper uses of the passé composé and imparfait and when it is used?
2. How do you use être en train de when discussing what someone is doing?
3. How is the future tense formed? When is it used?
4. What is the irregular future verbs?
5. How do you conjugate the irregular verb courir?

Key Understandings:

1. Passé composé and imparfait and when it is used
2. Using the expression être en train de in sentences to discuss what someone is doing at the particular moment.
3. Conjugation of the future tense and discussing what will happen.
4. Irregular future verb stems
5. Properly conjugating the verb courir

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.
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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.

Important Standards Addressed in the Unit:

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.
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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:
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Passé composé & Imparfait uses Expression être en train de 	<ul style="list-style-type: none"> Knowing the proper uses of the passé composé and imparfait 	<ul style="list-style-type: none"> Communication Critical Thinking

<ul style="list-style-type: none"> ● Future tense ● Courir 	<ul style="list-style-type: none"> ● Using the expression properly ● Future tense conjugations and their irregular stems 	<ul style="list-style-type: none"> ● Competency
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Academic Vocabulary:

<ul style="list-style-type: none"> ● Camping and forest vocabulary 	<ul style="list-style-type: none"> ● Passé composé & imparfait uses 	<ul style="list-style-type: none"> ● Future tense
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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:

- Culture & Geography - Senegal
 - Environment & Biology
 - 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
 - Webquests
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