

## FRENCH 2

### Unit 1 Review of French 1 (with expansion)

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
32 days	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	<p>How can we communicate with others on a basic level in the target language?</p> <p>How can we ask and answer questions?</p> <p>How can we discuss daily activities, likes and dislikes?</p> <p>How can we understand French spoken by native speakers?</p> <p>How can we interpret written French?</p> <p>How does French</p>	<p>Students will know...</p> <p>How to count in French, forming large numbers</p> <p>How to say and write dates in French</p> <p>Vocabulary for common objects, clothing, colors, classroom objects, school subjects, and places</p> <p>How to conjugate regular ER, IR and RE verbs</p> <p>How to form, ask and respond to</p>	<p>Students will be able to .....</p> <p>form large numbers in French</p> <p>use dates in speech and writing</p> <p>listen to audio recordings of French teens and respond to questions about them</p> <p>Speak French with partners, discussing their activities and preferences</p>	<p>REPRISE sections materials – audio portions and reading passages</p> <p>Speaking activities in REPRISE section of textbook</p> <p>Writing activities in workbook and textbook – REPRISE</p> <p>Listening activities – REPRISE</p> <p>Teacher-made activities and</p>	<p>Time, months, days, dates, weather, and seasons</p> <p>Numbers 1- 1000 (and more)</p> <p>Common objects</p> <p>Classroom objects and school subjects</p> <p>Clothing, colors</p> <p>Places in a city</p> <p>Possessive adjectives</p> <p>Demonstrative and Interrogative adjectives</p> <p>Regular ER verbs</p>	<p>12.1.S2.A</p> <p>12.1.S2.B</p> <p>12.1.S2.C</p> <p>12.1.S2.D</p> <p>12.1.S2.E</p> <p>12.1.S2.F</p>

		<p>differ from English with regard to grammatical structures used in unit?</p> <p>What are some commonly used expressions we should know?</p>	<p>questions in French, both in writing and speech</p> <p>How to use possessive and demonstrative adjectives</p> <p>How to form the possessive</p> <p>How to discuss everyday activities</p> <p>How to use the correct forms of the 5 irregular verbs learned in French 1</p> <p>How to use the imperative forms with the verbs they have learned</p> <p>When to use a stress pronoun in place of a subject pronoun</p> <p>How to use the</p>	<p>Discuss weather in various seasons</p> <p>Present to the class a description of the clothing people in a picture are wearing</p> <p>Talk about their possessions</p> <p>utilize the conjugated forms of irregular verbs ETRE, AVOIR, FAIRE, ALLER and VENIR in sentences (both in speaking and written work)</p> <p>Talk about the location of objects and places using prepositions</p>	<p>materials</p> <p>Vocabulary puzzles</p> <p>Songs</p> <p>Games – Memory for vocabulary, Dice game with verbs, etc.</p> <p>Class review using small whiteboards</p>	<p>(verbs for activities)</p> <p>IR and RE verbs with conjugation</p> <p>5 irregular verbs</p> <p>Question words</p> <p>Imperative forms for 3 regular verb groups</p> <p>Definite and indefinite articles</p> <p>Pronoun ON</p> <p>Prepositions of place</p> <p>Commonly used expressions (sentences)</p>	
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			<p>prepositions A and D in contractions</p> <p>Commonly used expressions</p> <p>Differences between English and French with possession and the imperative</p>	<p>of place</p> <p>Form and ask questions in French</p> <p>Respond to questions in French</p> <p>Correctly employ subject and stress pronouns</p> <p>Make suggestions and give commands in French using the imperative forms of verbs</p> <p>Play Bingo with numbers</p> <p>Write sentences with a partner</p> <p>Write questions</p>			
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				with a partner  Compose a letter about self  Play games  Complete puzzles			
<b>Unit 1 Review and Assessment</b>							
<b>Unit 2 How do I define myself?</b>							
<b>Estimated Unit Time Frames</b>	<b>Big Ideas</b>	<b>Essential Questions</b>	<b>Concepts (Know)</b>	<b>Competencies (Do)</b>	<b>Lessons/ Suggested Resources</b>	<b>Vocabulary</b>	<b>Standards/ Eligible Content</b>
43 days	Interpersonal Communication, Presentational Communication, Comparisons, Interpretative Communications, Cultures, Connections	What skills do we need to interact with others in French?  What are some of the strategies we need to communicate with someone in a second language?	Students will know...  Vocabulary for nationalities, family members, professions, and talking about one's identity  How to talk about self (address,	Students will be able to ...  Comprehend recorded descriptions of people with the vocabulary of the unit (professions, nationalities,	Unit 1 audio materials  Videos and accompanying worksheets for Unit 1 lessons  Speaking activities in Unit 1 lessons	Nationalities (new)  Family members and related expressions  Professions and words to talk about them  Identity	12.1.S2.A 12.1.S2.B 12.1.S2.C 12.1.S2.D 12.1.S2.E 12.1.S2.F 12.3.S2.A 12.3.S2.B 12.3.S2.C 12.3.S2.D 12.5.S2.B 12.5.S2.C

		<p>What knowledge and skills do we need to make presentations?</p> <p>What are some of the aspects of francophone culture can we learn about and appreciate?</p> <p>How can I talk about myself in the target language?</p> <p>How can we listen to French speakers and understand what they are saying?</p> <p>How can we talk about our needs, wants and future jobs?</p> <p>How do we make introductions and talk on the phone?</p>	<p>birthdate, nationality, etc.)</p> <p>How to describe relationships of family members</p> <p>How to discuss ages, nationalities and professions of others</p> <p>How to comprehend written and spoken descriptions of people using the vocabulary in unit</p> <p>how to describe what they want to be when they grow up</p> <p>how to introduce people to each other (informally and formally)</p> <p>proper expressions to use on the telephone</p>	<p>identity, etc.)</p> <p>Ask other people their names and nationalities</p> <p>Describe various relationships between family members, in speech and writing</p> <p>Discuss job preferences of self and others</p> <p>Introduce students to the class (formally and informally)</p> <p>Role play telephone conversations, using telephone etiquette</p>	<p>Reading passages in textbook (sets of riddles to be solved at end of lessons)</p> <p>Unit 1 writing activities in workbook and textbook</p> <p>Unit 1 Listening activities</p> <p>Teacher-made activities and materials</p> <p>Vocabulary puzzles</p> <p>Songs</p> <p>Games – Memory for vocabulary, game with adjectives, etc.</p> <p>Class review using small whiteboards</p>	<p>Vocabulary for proper phone etiquette</p> <p>Vocabulary used to make Introductions</p> <p>Common expressions with ETRE</p> <p>Adjectives to talk about people</p> <p>Idiomatic expressions using AVOIR</p> <p>Idiomatic expressions with FAIRE</p> <p>Irregular verbs ALLER and VENIR</p> <p>DEPUIS</p>	
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		<p>How do we use adjectives in the target language?</p>	<p>expressions which use ETRE</p> <p>how to make both regular and irregular adjectives agree with nouns they modify</p> <p>proper placement of adjectives in a sentence, depending on the adjective</p> <p>how to recognize the pattern an adjective may follow for agreement</p> <p>when to use C'EST vs IL/ELLE EST with correct grammatical structures</p> <p>Idiomatic expressions with AVOIR and FAIRE</p> <p>How to form</p>	<p>Ask and respond to spoken questions in French about self and others</p> <p>Prepare and make oral presentation to class with information about self</p> <p>Read and comprehend Invitations and announcements</p> <p>Comprehend spoken French in video and audio formats</p> <p>May write a letter about self</p> <p>Make adjectives</p>			
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			<p>questions using inversion</p> <p>How to use ALLER with the infinitive to talk about the near future</p> <p>How to use VENIR DE with the infinitive to talk about what one has just done</p> <p>How to use DEPUIS with the present tense and a time period</p>	<p>agree with nouns they modify in gender and number</p> <p>Correctly place certain adjectives before the noun and others after</p> <p>May make name acrostics with their French names using French adjectives which describe selves</p> <p>Form grammatically correct sentences using C'EST vs. IL/ELLE EST when talking and writing about both people and</p>			
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				<p>objects</p> <p>May describe an object for others to guess</p> <p>May solve riddles in groups describing people, objects and activities</p> <p>Describe what people need and want using AVOIR with BESOIN DE and ENVIE DE</p> <p>Prepare and make oral presentation to class expressing personal needs and wants for coming year</p> <p>Speak and</p>			
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				<p>write using idiomatic expressions with AVOIR and FAIRE</p> <p>Respond to oral questions about their needs and wants (AVOIR) and things they do (FAIRE)</p> <p>Form and pose questions using inversion</p> <p>Present skit to class with a partner using questions with inversion</p> <p>Present prepared conversations with a partner to the class at various times during unit,</p>			
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Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
22 days	Interpretative Communication, Cultures, Communities, Connections	<p>What are some of the important monuments in Paris and France?</p> <p>What are some of the other French speaking countries in Europe?</p> <p>What holidays do the French celebrate?</p> <p>What makes the Tour de France an international event?</p> <p>How would we ride the Metro in Paris?</p> <p>How do we interpret stories in French?</p> <p>What are some of the cultural differences when it comes to</p>	<p>Students will know...</p> <p>How to interpret a written story</p> <p>About some of the best known regions of France</p> <p>Some of the major monuments in France</p> <p>Major French holidays</p> <p>Some facts about the Tour de France</p> <p>Some information about other francophone countries in Europe</p> <p>Parisian monuments and their history</p>	<p>Students will be able to ...</p> <p>Read and comprehend a story in French</p> <p>Read information about France, its holidays and monuments, and other francophone countries in the target language</p> <p>Match information about Paris monuments with their pictures</p> <p>Complete Paris metro activities</p>	<p>Teacher-made materials</p> <p>Videos on Paris</p> <p>Group Paris monument activities</p> <p>Metro activities</p> <p>Pictures of Paris monuments</p> <p>Maps of Paris and metro maps (realia)</p> <p>Story -Le concert de Diplodocus</p> <p>Culture readings in textbook - (Images du Monde Francophone)</p> <p>Memory</p>	<p>French holidays</p> <p>Tour de France</p> <p>Paris monuments</p> <p>Metro vocabulary</p> <p>Vocabulary from story and reading passages</p> <p>Vocabulary related to francophone countries</p>	<p>12.1.S2.A</p> <p>12.1.S2.B</p> <p>12.1.S2.C</p> <p>12.1.S2.D</p> <p>12.1.S2.E</p> <p>12.1.S2.F</p> <p>12.3.S2.A</p> <p>12.3.S2.B</p> <p>12.3.S2.C</p> <p>12.3.S2.D</p>



Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
46 days	Interpersonal Communication, Interpretative Communication, Presentational Communication, Connections, Culture, Comparisons	<p>How can we discuss our weekend activities?</p> <p>How can we talk about events in the past?</p> <p>What skills do we need to interact with others in French?</p> <p>What are some of the strategies we need to communicate with someone in a second language?</p> <p>What knowledge and skills do we need to make presentations?</p> <p>What are some of the aspects of francophone culture can we learn about and</p>	<p>Students will know...</p> <p>How to talk and write about weekend activities</p> <p>How to discuss a visit to a farm</p> <p>How to interpret audio scripts in the target language</p> <p>How to discuss getting around in the city</p> <p>How to interpret videos in French</p> <p>How to discuss events in the past tense using the PASSE COMPOSE with regular ER, IR, and RE verbs</p> <p>How to discuss events in the past</p>	<p>Students will...</p> <p>Discuss and write about their weekend activities in the city</p> <p>Speak and write about activities one can do on a farm</p> <p>Listen and comprehend spoken passages on audio CDs</p> <p>Explain how one would use the metro and other means of transportation</p> <p>Comprehend spoken French in videos</p>	<p>Unit 2 audio materials</p> <p>Videos and accompanying worksheets for Unit 2 lessons</p> <p>Speaking activities in Unit 2 lessons</p> <p>Reading passages in textbook</p> <p>Unit 2 writing activities in workbook and textbook</p> <p>Unit 2 Listening activities</p> <p>Teacher-made activities and materials</p> <p>Vocabulary puzzles</p>	<p>Weekend activities in the city</p> <p>Vocabulary for using transportation in the city</p> <p>Household chores</p> <p>Vocabulary of the farm and farm animals</p> <p>Many expressions for time periods used when talking in the past, present and future</p> <p>Irregular verbs PRENDRE, VOIR, METTRE, SORTIR, PARTIR, DORMIR, and related verbs</p> <p>New expressions for negation</p>	<p>12.1.S2.A</p> <p>12.1.S2.B</p> <p>12.1.S2.C</p> <p>12.1.S2.D</p> <p>12.1.S2.E</p> <p>12.1.S2.F</p> <p>12.3.S2.A</p> <p>12.3.S2.B</p> <p>12.3.S2.C</p> <p>12.3.S2.D</p>

		<p>appreciate?</p> <p>How can we listen to French speakers and understand what they are saying?</p> <p>How can we comprehend written French?</p>	<p>tense using the PASSE COMPOSE with common irregular verbs</p> <p>How to form negation with the PASSE COMPOSE</p> <p>How to ask questions with the PASSE COMPOSE</p> <p>How to conjugate irregular verbs PRENDRE, VOIR, METTRE, SORTIR, PARTIR, DORMIR, and other related verbs (present tense)</p> <p>How to use numerous new expressions of time</p> <p>How to use the PASSE COMPOSE with both ETRE and AVOIR</p> <p>Which verbs</p>	<p>Speak and write about events in the past tense using regular verbs with the PASSE COMPOSE</p> <p>Speak and write about events in the past using irregular verbs with the PASSE COMPOSE</p> <p>Use both AVOIR and ETRE with the correct verbs in the past tense</p> <p>Compose and ask questions with the PASSE COMPOSE</p> <p>Utilize new irregular verbs</p>	<p>Songs – verbs using ETRE with PASSE COMPOSE</p> <p>Games – Memory for vocabulary</p> <p>Class review using small whiteboards</p>		
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## Unit 5 Using Foods and Beverages

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
21 days	Interpersonal Communication, Interpretative Communication, Presentational Communication, Connections, Culture, Comparisons	<p>How do we talk about our food and beverage preferences?</p> <p>How do we order food in a French restaurant?</p> <p>How do we shop for food in a French market?</p> <p>How do we express our desires, needs, and things we must do?</p> <p>What are the foods typically served in France and Quebec?</p> <p>Where do French people do their shopping?</p>	<p>Students will know...</p> <p>Vocabulary for foods, markets, ordering food, quantities buying food, and discussing preferences</p> <p>How to interpret audio scripts in the target language about French markets</p> <p>How to discuss preferences for food and beverages</p> <p>How to interpret videos in French related to food and buying food</p>	<p>Students will...</p> <p>Listen to and comprehend audio passages with native speakers</p> <p>Speak and write about their food preferences</p> <p>Role-play ordering food in a French Restaurant</p> <p>Speak and write using foods with the partitive article in affirmative and negative contexts</p>	<p>Unit 3 audio materials</p> <p>Videos and accompanying worksheets for Unit 3 lessons</p> <p>Speaking activities in Unit 3 lessons</p> <p>Reading passages in textbook</p> <p>Unit 3 writing activities in workbook and textbook</p> <p>Unit 3 Listening activities</p> <p>Teacher-made activities and materials</p>	<p>Types of French shops for foods</p> <p>Foods and beverages for each meal</p> <p>Vocabulary for meals and setting the table</p> <p>Vocabulary for ordering in a restaurant</p> <p>Vocabulary for shopping in a market and grocery store in France</p> <p>Vocabulary for quantities, and expressions of quantity using DE</p> <p>Irregular verbs VOULOIR, DEVOIR, POUVOIR, BOIRE</p>	<p>12.1.S2.A</p> <p>12.1.S2.B</p> <p>12.1.S2.C</p> <p>12.1.S2.D</p> <p>12.1.S2.E</p> <p>12.1.S2.F</p> <p>12.3.S2.A</p> <p>12.3.S2.B</p> <p>12.3.S2.C</p> <p>12.3.S2.D</p>



			<p>How to order food in a restaurant in France</p> <p>Food preferences And eating habits of the French</p> <p>How to buy food in a market in France</p> <p>Where and how the French like to shop for food</p> <p>How to use irregular verbs VOULOIR, DEVOIR,BOIRE, and POUVOIR When talking about the present, past and future</p> <p>How and when to use the partitive article with foods and drinks</p> <p>How to use the partitive article in</p>	<p>Perform market skits with other students</p> <p>Speak and write using the correct forms of the 4 new irregular verbs in the lesson in a variety of tenses, including the near future with ALLER</p> <p>Comprehend spoken French in lesson videos</p> <p>Ask and respond to questions of others using foods in different contexts</p> <p>Speak and write using regular ER</p>	<p>Vocabulary puzzles</p> <p>Songs</p> <p>Games – Memory for vocabulary</p> <p>Class review using small whiteboards</p>	<p>Forms of the adjective TOUT</p> <p>Stem changing verbs</p> <p>The expression IL FAUT</p>	
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			<p>the negative form</p> <p>How to form regular ER stem-changing verbs</p> <p>How to use expressions of quantity with DE</p> <p>How to use the various forms of the adjective TOUT</p> <p>How to speak and write using the expression IL FAUT followed by an infinitive to express general obligation or necessity</p> <p>How to read and interpret a variety of short reading passages story in the target language</p>	<p>stem-changing verbs</p> <p>Use many expressions of quantity with foods and beverages in spoken and written forms</p> <p>Employ the correct forms of the article TOUT</p> <p>Form correct Sentences using the expression IL FAUT with an infinitive in both the affirmative and negative senses</p> <p>Read and comprehend short passages of several varieties</p>			
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				related to food			
Unit 5 Review and Assessment							