**Course Title:** French II  
**Topic/Concept:** -ir and -re verbs

**Time Allotment:** 2 weeks  
**Unit Sequence:** 1

### Major Concepts to be learned:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>To be able to conjugate regular -ir verbs</td>
</tr>
<tr>
<td>2.</td>
<td>To be able to conjugate regular -re verbs</td>
</tr>
<tr>
<td>3.</td>
<td>Common outdoor vocabulary word recognition</td>
</tr>
</tbody>
</table>

### Expected Skills to be demonstrated:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Conjugate and correctly use -ir verbs in present tense</td>
</tr>
<tr>
<td>2.</td>
<td>Conjugate and correctly use -re verbs in present tense</td>
</tr>
<tr>
<td>3.</td>
<td>Word recognition of outdoor vocabulary</td>
</tr>
</tbody>
</table>

### PA Standards/Anchors:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 D</td>
<td></td>
</tr>
<tr>
<td>12.1 B, C</td>
<td></td>
</tr>
</tbody>
</table>

### Eligible Content:

- We will review regular -er verbs first, in order to understand the new -ir and -re verbs.
- The students will be able to converse, read, write, and comprehend these new verbs

### Instructional Strategies:

- Lecture
- Performance task
- Written work
- Role Play
- Note Taking
- Flashcards
- Review games
- Speaking activities

### Assessments:

- Written quiz on -ir and -re verbs
- Listening quiz on outdoor vocabulary
- Written test on entire unit: -ir and -re verbs and vocabulary
## Course Title: French II

### Time Allotment: 3 weeks

### Major Concepts to be learned:

1. Formation of the recent past with the verb, *venir*
2. Word recognition of common pastime activities
3. D.O. and I.O. third person pronouns
4. Relative pronouns *qui* vs. *Que*

### Expected Skills to be demonstrated:

1. To know and use third person D.O. and I.O. Pronouns correctly
2. Word recognition of pastimes
3. *Qui* vs. *Que* as relative pronouns
4. Formation of recent past with the use of *venir*

### Eligible Content:

- Students must have a firm understanding of third person D.O. and I.O. pronouns in English before learning them in French

### PA Standards/Anchors:

<table>
<thead>
<tr>
<th>Level</th>
<th>Anchor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1</td>
<td>B, C, D, E</td>
</tr>
<tr>
<td>12.3</td>
<td>B, C</td>
</tr>
</tbody>
</table>

### Instructional Strategies:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Performance task</td>
</tr>
<tr>
<td>Written work</td>
<td>Hands-on activity</td>
</tr>
<tr>
<td>Role Play</td>
<td>Note Taking</td>
</tr>
<tr>
<td>Flashcards</td>
<td>Review games</td>
</tr>
<tr>
<td>Listening activities</td>
<td></td>
</tr>
</tbody>
</table>

### Assessments:

- Listening and written quizzes on vocabulary and grammar
- Written test on entire chapter
- Quiz on the verb *venir*
- Classwork study guide grade
Course Title: French II

Topic/Concept: Les Parties de Corps (parts of the body) and La Toussaint vs. Halloween

Time Allotment: 2 weeks
Unit Sequence: 3

Major Concepts to be learned:

1. Word recognition of parts of the body in French
2. How to say something hurts or aches
3. Cultural awareness of La Toussaint in France

Expected Skills to be demonstrated:

1. To be able to say and comprehend the parts of the body
2. To be able to say something hurts
3. To understand the cultural differences between la toussaint and halloween

PA Standards/Anchors:

12.1 A, B, C, D
12.3 A, C

Eligible Content:

- We will compare how we say something hurts in English before we learn it in French.
- La Toussaint (All Saint's day) November 1st body parts in French

Instructional Strategies:

Lecture
Group discussion
Performance task
Written work
Role Play
Note Taking
Flashcards
Review games

Assessments:

- Listening and written quiz on les parties du corps
- Test on les parties du Corps, how to say something hurts, and La Toussaint
Course Title: **French II**

**Time Allotment:** 2 weeks

**Unit Sequence:** __4__

### Major Concepts to be learned:

1. Identify colors in French
2. Identify common clothing items in French
3. Use correct grammar and sentence structure in order to describe clothing and colors

### Expected Skills to be demonstrated:

1. Word recognition of colors
2. Word recognition of clothes
3. To be able to say and to write what someone is wearing
4. Have awareness of some famous French designers

### PA Standards/Anchors:

<table>
<thead>
<tr>
<th>12.1 B, C, D</th>
<th>12.3 A, C</th>
</tr>
</thead>
</table>

### Eligible Content:

- Students will be able to describe what classmates are wearing
- Students will learn some famous French fashion leaders and designers

### Instructional Strategies:

- Lecture
- Research
- Role Play
- Note Taking
- Flashcards
- Computer lab activity

### Assessments:

- Written quiz on colors
- Listening and written quiz on clothes
- Written test on colors and clothes
- Project on French designers

- Group discussion
- Written work
- Oral presentation
- Speaking activities
- Review games
**Course Title:** French II  
**Topic/Concept:** Les Professions

**Time Allotment:** 2 weeks  
**Unit Sequence:** 5

### Major Concepts to be learned:

<table>
<thead>
<tr>
<th>Concept</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The students will have word recognition of common professions in French</td>
</tr>
<tr>
<td>2. Will learn the usage of the preposition CHEZ</td>
</tr>
<tr>
<td>3. The French sentence structure to indicate what profession one holds</td>
</tr>
</tbody>
</table>

### Expected Skills to be demonstrated:

<table>
<thead>
<tr>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To be able to have word recognition of job vocabulary</td>
</tr>
<tr>
<td>2. The correct usage of the preposition, chez</td>
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</tbody>
</table>

### PA Standards/Anchors:

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>12.1 B, C, D, E</td>
</tr>
<tr>
<td>12.3 C</td>
</tr>
</tbody>
</table>

### Eligible Content:

- The profession/jobs vocabulary
- Cultural differences about selecting a job"chez" preposition

### Instructional Strategies:

- Lecture
- Written work
- Note Taking
- Flashcards
- Review games
- Speaking activities

### Assessments:

- Listening and written quiz on les professions
- Written test on les professions, and chez
**Course Title:** French II  
**Topic/Concept:** Le PasseCompose (Past Tense)

**Time Allotment:** 3 weeks  
**Unit Sequence:** 6

<table>
<thead>
<tr>
<th>Major Concepts to be learned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comprehension and usage of past tense in English</td>
</tr>
<tr>
<td>2. Formation of le passe compose in French</td>
</tr>
<tr>
<td>3. When to use le passe compose</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expected Skills to be demonstrated:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To correctly form and use the passe compose</td>
</tr>
<tr>
<td>2. To memorize the irregular past participles for the common french irregular verbs</td>
</tr>
<tr>
<td>3. To be able to know when the passe compose is to be used</td>
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</table>

<table>
<thead>
<tr>
<th>PA Standards/Anchors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 B, C, D, E, F</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Eligible Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A clear understanding of the Past Tense in English will be reviewed before learning it in French</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>Performance task</td>
</tr>
<tr>
<td>Written work</td>
</tr>
<tr>
<td>Role Play</td>
</tr>
<tr>
<td>Note Taking</td>
</tr>
<tr>
<td>Review games</td>
</tr>
<tr>
<td>Listening</td>
</tr>
<tr>
<td>Speaking activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quiz on formation of passe compose</td>
</tr>
<tr>
<td>• Quiz on the irregular past participles</td>
</tr>
<tr>
<td>• Test on passe compose</td>
</tr>
</tbody>
</table>
### Course Title: French II

#### Time Allotment: 2 weeks

#### Unit Sequence: 7

#### Topic/Concept: passe compose with ETRE

### Major Concepts to be learned:

1. A clear understanding of "regular" passe compose with avoir
2. Can identify which verbs must use avoir or etre in passe compose
3. To be able to make proper agreement with past participles when necessary
4. To be able to make the proper translations of past tense with the verbs that use etre

### Expected Skills to be demonstrated:

1. To recognize which auxiliary verb to use: avoir or etre
2. To properly form the passe compose with etre and to make agreement with past participles when needed
3. To be able to distinguish between present and past tense when listening

### PA Standards/Anchors:

| 12.1 D, E, F | \- The students will be able to write, speak, and read sentences in passe compose with verbs requiring avoir or etre
|             | \- The students must know when to use avoir or etre in the formation of the passe compose |

### Instructional Strategies:

| Lecture | Performance task |
| Written work | Role Play |
| Note Taking | Specific Reading |
| Study guides | Flash cards |
| Review games | |

### Eligible Content:

### Assessments:

- Quiz on verbs conjugated with etre
- Quiz on passe compose with etre
- Test on passe compose with etre
Course Title: French II

Topic/Concept: city and driving and road signs + culture

Time Allotment: 3 weeks

Unit Sequence: 8

Major Concepts to be learned:

1. Verb conjugation of conduire
2. Word recognition of city vocabulary
3. French road signs and driving habits
4. French tire and car companies

Expected Skills to be demonstrated:

1. To be able to conjugate the verb, CONDUIRE
2. Word recognition of city and driving vocabulary
3. Awareness of cultural differences in cars and driving habits

PA Standards/Anchors:

12.1 B, C
12.3 A, B, C
12.5 C

Eligible Content:

- French road signs
- French driving habits
- Popular makes of French cars and tires
- City and driving vocabulary

Instructional Strategies:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Group discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance task</td>
<td>Written work</td>
</tr>
<tr>
<td>Role Play</td>
<td>Oral presentation</td>
</tr>
<tr>
<td>Note Taking</td>
<td>Flashcards</td>
</tr>
<tr>
<td>Review games</td>
<td>French road signs</td>
</tr>
<tr>
<td>Video clip of driving in France</td>
<td></td>
</tr>
</tbody>
</table>

Assessments:

- Written quiz on conjugation of CONDUIRE
- Listening quiz on driving and city vocabulary
- Homework
- Study guides
- Test on entire unit
### Course Title: French II

#### Time Allotment: 13 days

#### Major Concepts to be learned:

1. Correct use of reflexive verbs
2. Correctly use reflexive verbs in present and past tenses
3. Changing reflexive verbs into non-reflexive verbs

#### Expected Skills to be demonstrated:

1. To be able to conjugate a reflexive verb
2. To be able to say and write refl. Verbs with a direct object
3. To say and write reflexive verbs in present and past tenses

#### Written quiz on reflexive verb conjugation
- Reflexive verbs in French vs. English
- Turning reflexive verbs into non-reflexive verbs
- The grammar rules of reflexive verbs with direct objects

#### Instructional Strategies:

- Lecture
- Performance task
- Written work
- Role Play
- Oral presentation
- Note Taking
- Flashcards
- Review games

#### Assessments:

- Written test on entire unit
Course Title: **French II**

**Time Allotment:** 2 weeks

### Major Concepts to be learned:

1. How to form the future verb tense for regular -er, -ir, and -re verbs
2. Learn the irregular future stems for the common irregular verbs
3. To be able to differentiate between present, past, and future tenses in French

### Expected Skills to be demonstrated:

1. Students will be able to form and correctly use Le Futur tense
2. Students will memorize the irregular future stems for the irregular verbs
3. Students will be able to distinguish among present, past and future tenses when written or spoken

### PA Standards/Anchors:

| 12.1 A, B, C, D | 12.5 A |

### Eligible Content:

- A review of the future tense in English will be done before learning its formation in French
- We will be doing a lot of speaking and listening exercises with le futur.

### Instructional Strategies:

- Lecture
- Performance task
- Written work
- Role Play
- Note Taking
- Flashcards
- Review games

### Assessments:

- A written quiz on le futur formation
- A listening quiz on le futura written quiz on irregular future stems
- A written test on all future formations
**Course Title:** French II  
**Time Allotment:** 4 weeks

**Topic/Concept:** Ch. 6 Les Fetes, recevoir, offrir, et l'imparfait  
**Unit Sequence:** 11

### Major Concepts to be learned:

1. Word recognition of holiday vocabulary  
2. Cultural differences with french holidays vs. American  
3. Formation of l'imparfait verb tense and when to use it vs. Le passe compose  
4. How to conjugate the irregular verbs: recevoir, offrir, and ouvrir

### Expected Skills to be demonstrated:

1. Word recognition of the holiday vocabulary and dates  
2. Cultural differences in holiday celebrationsto know how to conjugate the irregular verbs recevoir, offrir, and ouvrir  
3. The correct formation and usage of the l'imparfait verb tense

### PA Standards/Anchors:

<table>
<thead>
<tr>
<th>PA Standards/Anchors</th>
<th>Eligible Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.1 B, C, D, E</td>
<td>• American holiday dates and customs will be compared and contrasted with the French holidays</td>
</tr>
<tr>
<td>12. 3 A, B, C</td>
<td>• The usage of le passe compose vs. L'imparfait in both English and French</td>
</tr>
<tr>
<td>12.5 B, C, D</td>
<td></td>
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</tbody>
</table>

### Instructional Strategies:

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>Performance task</td>
</tr>
<tr>
<td>Written work</td>
</tr>
<tr>
<td>Note Taking</td>
</tr>
<tr>
<td>Summarizing</td>
</tr>
<tr>
<td>Review games</td>
</tr>
<tr>
<td>Flashcards</td>
</tr>
<tr>
<td>Listening practice</td>
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</tbody>
</table>

### Assessments:

<table>
<thead>
<tr>
<th>Assessments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quiz on the irregular verb conjugations</td>
</tr>
<tr>
<td>• Quiz on the holiday vocabulary and dates</td>
</tr>
<tr>
<td>• Quiz on the l'imparfait verb tense</td>
</tr>
<tr>
<td>• Final test on entire chapter</td>
</tr>
<tr>
<td>• Classwork activities</td>
</tr>
</tbody>
</table>
**Course Title:** French II  
**Topic/Concept:** French Artists and project

**Time Allotment:** 3 weeks  
**Unit Sequence:** 12

<table>
<thead>
<tr>
<th>Major Concepts to be learned:</th>
</tr>
</thead>
</table>
| 1. To be able to recognize famous french artists' works  
2. To understand some of the different styles of art  
3. To know which museums some of their artwork are housed |

<table>
<thead>
<tr>
<th>Expected Skills to be demonstrated:</th>
</tr>
</thead>
</table>
| 1. Cultural awareness of the famous artists and their paintings  
2. The type of art housed within le musee d'orsay  
3. To be able to visibly recognize certain paintings by artist |

<table>
<thead>
<tr>
<th>PA Standards/Anchors:</th>
<th>Eligible Content:</th>
</tr>
</thead>
</table>
| 12.3 A, C  
12.5 B, C | • Famous artists and their works  
• Interactive computer lab assignment ("virtual field trip") |

<table>
<thead>
<tr>
<th>Instructional Strategies:</th>
<th>Assessments:</th>
</tr>
</thead>
</table>
| Lecture  
Performance task  
Research  
Written work  
Oral presentation  
Note Taking | • Each student is assigned an artist to research and present  
• A quiz is given based on the artist presentations  
• A virtual field trip activity is conducted in the computer lab |
## Course Title: French II

### Major Concepts to be learned:

- To know when and how to correctly use the conditional verb tense
- To know the irregular stems for the irregular verbs
- To be able to compare it with the conditional in English "devoir" verb usage in the conditional tense

### Expected Skills to be demonstrated:

- To be able to conjugate all types of verbs in the conditional tense
- To memorize the irregular stems for the irregular French verbs
- To understand how to convert the verb, devoir, into the conditional tense

### PA Standards/Anchors:

| 12. 3 A, B, C |

### Eligible Content:

- The comparison between the French and English usage of the conditional verb tense

### Instructional Strategies:

- Lecture
- Performance task
- Written work
- Role Play
- Note Taking
- Review games
- Flashcards

### Assessments:

- Quiz on conditional endings
- Classwork study guide
- Test on all of conditional tense
Course Title: French II

Topic/Concept: mettre verbs and adjectives that change meaning

Time Allotment: 3 weeks

Unit Sequence: 14

Major Concepts to be learned:

1. Understand the meaning and usage of mettre, promettre, and permettre
2. The 4 different meanings of "mettre"
3. How to conjugate these verbs
4. The usage of the adjectives that change meaning

Expected Skills to be demonstrated:

1. Grammar skills
2. Conjugating the mettre verbs
3. Knowing when to use these verbs with "a" or "de" after the verbs
4. How placing this category of adjectives either before or after the noun changes its meaning

PA Standards/Anchors:

12.1A, B, C, D, E
12.3 B

Eligible Content:

- Review of regular and irregular adjectives in French
- Irregular verb categories: Mettre verbs
- When to use "a" or "de" with these verbs

Instructional Strategies:

Lecture
Group discussion
Performance task
Written work
Role Play
Oral presentation
Graphic organizers
Flashcards
Review games
Study guides

Assessments:

- Quiz on verb conjugations of mettre verbs
- Quiz on adjectives and how they change meaning based on placement
- Speaking exercise with adjectives
- Test on entire unit