

Scope and Sequence

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
Unité préliminaire Bonjour!	How widely is French used in the world, on the Internet, and in my community? How do I begin and maintain a simple conversation when meeting a French speaker? What strategies will help me communicate in French as I begin to learn the language?	Interact in French, asking and answering some basic questions to meet and get to know others. Interpret charts, graphs, and images to learn about diverse places, people, and cultures where French is spoken. Reflect on how to communicate and interact respectfully when meeting people from other cultures.	Zoom culture: <i>Pratique culturelle: Les salutations et l'espace vital</i> <i>Pratique culturelle: Téléphoner en France</i> <i>Produit et pratique culturels: Un grand festival</i> <i>Pratique culturelle: Les années</i>
Unité 1 L'identité AP® Themes Personal and Public Identities IB Themes Identities	Who am I? How does what I do define who I am? How do I exchange information about my identity and that of others? What are cultural similarities and differences between myself and others in a Francophone community?	Interact to express your identity, ask for and give personal information, and express preferences about activities. Interpret images, audio, and video, and print texts in French to gain insights into identity. Present basic information about yourself. Investigate, explain, and reflect on the role of language in shaping identity in France, Quebec, and in your community.	La France et le Québec Zoom culture: <i>Pratique culturelle: Justin Trudeau, un Canadien à plusieurs identités</i> <i>Pratique culturelle: Le handball</i> <i>Pratique culturelle: L'identité linguistique du Québec</i>
Unité 2 À l'école AP® Themes Contemporary Life IB Themes Social Organization	How is student life at my school similar to and/or different from student life in a Francophone country? How do courses and schedules reflect the educational values of a community? What places, people and activities define student life?	Exchange information about your life at school, including people, places, schedules, and student activities. Interpret images, videos, and schedules to gain insights into what school life is like in a Francophone country. Present information about your own life at school. Investigate elements of school life and aspects of time in Francophone cultures.	L'Algérie Zoom culture: <i>Pratique culturelle: Le système scolaire algérien</i> <i>Pratique culturelle: La récré</i> <i>Pratique culturelle: La technologie à l'école</i>
Unité 3 La vie en famille AP® Themes Family and Communities IB Themes Social Organization	Who are the members of a family? Which attributes and interests do family members share? Which places and activities bring families together in our culture and in Francophone cultures?	Exchange information about family and home life. Interpret print texts, infographics, charts, audios, and videos about family life and activities. Present a collection of images to share information about a home, a family and/or friends. Explore family traditions in Francophone cultures.	Le sud-ouest de la France Zoom culture: <i>Pratique culturelle: Les animaux de compagnie</i> <i>Pratique culturelle: Le Pacs et le mariage en France</i> <i>Produit culturel: Les bâtiments et le logement</i>

Scope and Sequence (continued)

VOCABULARY TOPICS IN CONTEXT	STRUCTURES IN CONTEXT (V=VIDEO)	ADDITIONAL FEATURES
Greetings and introductions: <i>Bonjour et au revoir</i> Classroom directions: <i>Expressions pour la salle de classe</i> Days, dates, and numbers: <i>Le calendrier</i>	N/A	Pronunciation: Final Consonants Learning Strategy Video: Interpretive Print Détail grammatical: <i>Quelle est la date?</i>
Identities: <i>Qui suis-je?</i> Activities and preferences: <i>Mes activités préférées</i> Getting to know someone: <i>Questions et réponses</i>	Expressing who I am: <i>Être (suis, es, est) et les adjectifs (V)</i> Expressing Preferences: <i>J'aime, tu aimes, je n'aime pas, tu n'aimes pas (V)</i> Asking and Answering Questions (Part 1 and Part 2): <i>Questions et réponses (V)</i>	Pronunciation: /r/ sound /e/ sound (é, ez, er, et) Learning Strategy Video: Interpretive Listening Détail grammatical: <i>Les noms masculins/féminins</i> <i>Le verbe être</i> <i>Les questions avec est-ce que</i> <i>L'ordre des mots dans les questions</i> <i>Est-ce que</i>
School supplies: <i>Les fournitures scolaires</i> Subjects: <i>Les matières</i> School activities: <i>Qu'est-ce qu'on fait à l'école?</i>	Identifying People or Things: <i>Les articles indéfinis, définis et la possession avec de (V)</i> Telling Time: <i>L'heure (V)</i> Expressing Daily School Activities: <i>Les verbes en -er (V)</i>	Pronunciation: Word Stress in French Hard and Soft G Sounds Learning Strategy Video: Recognizing Cognates Détail linguistique: <i>Les abréviations</i> Détail grammatical: <i>La possession avec de</i> <i>Les articles définis</i> <i>L'infinitif</i> <i>Les pronoms sujets et les verbes en -er</i>
Family members: <i>C'est ma famille</i> Descriptions of family: <i>Comment sont les membres de ma famille?</i> Where I live: <i>Chez moi</i>	Indicating Family Relationships: <i>Les adjectifs possessifs et avoir (V)</i> Describing Family Members: <i>Les adjectifs (V)</i> Asking Informational Questions: <i>Les questions (V)</i>	Pronunciation: Liaison Learning Strategy Video: Interpersonal Speaking Détail linguistique: <i>Les surnoms en famille</i> Détail grammatical: <i>Le verbe avoir</i> <i>C'est vs. Il/Elle est</i> <i>Le mot combien</i>

Scope and Sequence (continued)

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
Unité 4 Bon appétit AP® Themes Global Challenges IB Themes Experiences	What is the role of food in everyday life? How does cuisine help define cultures? What are the habits and traditions affiliated with meals in the Francophone world?	Share preferences, opinions, and habits about food choices and food purchases. Interpret photographs, videos, advertisements, infographics, blogs, and menus to understand food choices and culinary customs. Create a menu based on food preferences and food traditions of a Francophone country. Recognize how Francophone cultures demonstrate responsible attitudes and practices toward food-related issues.	Le Rwanda Zoom culture: <i>Pratique culturelle: Le marché en Afrique</i> <i>Pratique culturelle: L'heure des repas</i> <i>Pratique culturelle: Le gaspillage alimentaire</i>
Unité 5 Le temps libre AP® Themes Contemporary Life IB Themes Experiences	What are common leisure activities in my community and in the Francophone world? How do leisure activities, sports, and music help define cultures? What is the impact of leisure activities on everyday life?	Exchange information about leisure activities. Identify information from print and audiovisual materials relating to leisure activities. Make simple social plans and invite someone to an event. Identify how and why people use their leisure time in Francophone cultures and in your community.	Le Togo Zoom culture: <i>Pratique culturelle: Le Tour de France</i> <i>Pratique culturelle: La pétanque</i> <i>Pratique culturelle: Le festival Eke Epke à Glidji, au Togo</i> <i>Pratique culturelle: Le système métrique</i> <i>Pratique culturelle: La mode française</i>
Unité 6 En ville AP® Themes Families and Communities IB Themes Social Organization	How do the culture, community, and the people around us affect how we live? How do my surroundings shape my identity? How does culture affect how people move between locations in a town?	Share information and preferences about places in your community and in the French-speaking world. Interpret blogs, lists, proverbs, and promotional materials about shopping choices and activities. Describe the relative location of stores in a community using maps. Identify some of the unique features that have shaped and defined the culture of a community.	La France Zoom Culture: <i>Pratique culturelle: Faire les courses en France</i> <i>Pratique culturelle: Les soldes</i> <i>Pratique culturelle: Le transport en commun</i> <i>Pratique culturelle: L'Office de Tourisme</i>

Scope and Sequence *(continued)*

VOCABULARY TOPICS IN CONTEXT	STRUCTURES IN CONTEXT (V=VIDEO)	ADDITIONAL FEATURES
Foods bought in a market: <i>Au supermarché</i> Ordering foods and beverages: <i>Au café</i> Responsible choices relating to food: <i>Les aliments et notre monde</i>	Expressing Quantity of Foods: <i>Le partitif (V)</i> Expressing What You Eat and Drink: <i>Les verbes aller, prendre et boire (V)</i> Negating: <i>La forme négative (V)</i>	Prononciation: <i>/o/ Sound</i> Learning Strategy Video: Elaborating and Connecting Ideas Détail linguistique: <i>Suivez les instructions</i> <i>La politesse</i> <i>L'entrée</i> <i>Avoir ou prendre</i> Détail grammatical: <i>Les expressions avec avoir</i> <i>Au négatif</i>
Leisure activities: <i>Le sport et la musique</i> Weekend activities: <i>Les activités du week-end</i> Clothes and the weather: <i>Des vêtements pour chaque saison</i>	Expressing Where to Go for Leisure Activities: <i>Aller</i> Expressing Upcoming Plans: <i>Le futur proche (V)</i> Requesting Information: <i>Quel/quelle/quels/quelles (V)</i> Requesting Information: <i>Les questions formelles et informelles (V)</i>	Prononciation: <i>/è/ Sound</i> Learning Strategy Video: Expanding Vocabulary Détail linguistique: <i>Les pays et les prépositions</i> <i>Les abréviations en ligne</i> Détail grammatical: <i>Le verbe faire</i> <i>Le verbe aller</i> <i>La négation au futur proche</i>
Places to buy food: <i>Faire les courses</i> Places to buy other items: <i>Faire du shopping</i> Where I went and what I did: <i>L'emplacement</i>	Expressing What I Can and Must Do: <i>Je peux, je veux et je dois</i> Describing What People Buy and Where: <i>Acheter (V)</i> Expressing Activities in Town: <i>Les verbes en -re (V)</i>	Prononciation: <i>/e/ Without Accent</i> Learning Strategy Video: Understanding and Being Understood Détail linguistique: <i>Le pronom on</i> <i>Les prix</i> <i>Un grand magasin</i> Détail grammatical: <i>Le mot pour</i> <i>Le verbe vendre</i> <i>Les prépositions avec de</i> <i>Les verbes en -re</i>