

Scope and Sequence

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
Unité 1 C'est la rentrée! AP® Themes Contemporary Life IB Themes Social Organization	How do personal preferences and traits influence our choices in school? What helps students engage in their school community? What do schools in different cultural contexts provide to meet the needs of their students?	Exchange information about academic and extracurricular offerings at your school and schools in Francophone cultures. Read, view, and listen to information about a variety of schools in Francophone cultures to draw comparisons with your own. Present your school to a visiting student from a Francophone culture while giving advice on how to be successful in your school. Investigate how schools in a Francophone culture promote learning and student involvement.	L'île de la Réunion Zoom culture: <i>Pratique culturelle: La filière scolaire</i> <i>Pratique culturelle: Le foyer des élèves</i> <i>Pratique culturelle: Qu'est-ce qu'on propose comme activités périscolaires?</i>
Unité 2 À table! AP® Themes Family and Communities Contemporary Life IB Themes Experiences Identity	Which culinary traditions of the past are still important today? How are our memories with the important people in our lives connected to food? How does food bring people together?	Exchange information about traditional dishes from Francophone cultures and memories related to food. Read, view, and listen to recipes, menus, videos, and invitations related to food in Francophone cultures. Invite others to events and special meals. Investigate how food plays an integral part in family, traditions, and celebrations in Francophone cultures.	La Belgique Zoom culture: <i>Produit culturel: La baraque à frites</i> <i>Pratique culturelle: On va au marché</i> <i>Produit culturel: Le chocolat, une tradition belge à savourer!</i>
Unité 3 Au boulot, les bénévoles! AP® Themes Contemporary Life Family and Community IB Themes Social Organization Sharing the Planet	How do my personal responsibilities and routines shape my daily life? How can community members work together to improve the quality of life for themselves and others? What kinds of volunteer opportunities exist in the Francophone world? What motivates people from different cultures to volunteer?	Read, view, and listen to informational texts such as announcements, videos, and personal stories about household tasks and working as a volunteer. Negotiate with others to decide on household tasks and a volunteer opportunity. Provide information about yourself in order to apply to a volunteer organization. Investigate how and why people in Francophone cultures contribute to their communities through volunteerism.	Le Québec Zoom culture: <i>Pratique culturelle: Les tâches ménagères au Canada</i> <i>Pratique culturelle: La jeunesse engagée au Canada</i> <i>Pratique culturelle: Le bénévolat comme intégration</i>

Scope and Sequence (continued)

VOCABULARY TOPICS IN CONTEXT	STRUCTURES IN CONTEXT (V=VIDEO)	ADDITIONAL FEATURES
The School Year, School Day, and Subjects: <i>Le calendrier scolaire</i> <i>Les matières</i> <i>Les moments de la journée</i> Places and People at School: <i>Qu'y a-t-il dans ton école?</i> <i>Le personnel de l'école</i> What I Do at School: <i>Comment réussir à l'école?</i> <i>Les activités périscolaires</i>	Expressing Preferences and What You Are Going to Do: <i>préférer/aimer + l'infinitif et le futur proche</i> Describing a Person's Job and Personality: <i>le genre de noms et l'accord des adjectifs (V)</i> Comparing How Much or How Often: <i>le comparatif des noms, des verbes et des adverbes (V)</i>	Prononciation: <i>Les fins de mots</i> Rappelle-toi (Review): <i>Les fournitures scolaires</i> <i>Les matières</i> <i>Les activités à l'école</i> <i>Les personnes et les endroits de l'école</i> Learning Strategy Video: Interpretive Listening; Interpretive Reading Détail linguistique: <i>Permanence vs. temps libre</i> <i>Les synonymes</i> <i>Les notes (3 définitions)</i> Détail grammatical: <i>Suivre un cours</i> <i>Le verbe devoir</i> <i>Ne...jamais</i> <i>Les verbes lire, écrire et apprendre</i>
Traditional Francophone dishes and their components: <i>Les plats traditionnels belges</i> <i>Encore des plats traditionnels</i> Foods I used to make and eat: <i>Souvenirs de la ferme</i> <i>Dans la cuisine</i> Invitations to a special meal or event: <i>Une invitation à un repas</i>	Describing the Past: <i>l'imparfait (V)</i> Talking About What You Used to Do: <i>la formation de l'imparfait (V)</i> Avoiding Repetition Using "en": <i>le pronom "en" (V)</i>	Prononciation: <i>L'accent tonique</i> Rappelle-toi (Review): <i>Les repas et la nourriture</i> <i>Au café/au restaurant</i> <i>La famille</i> Learning Strategy Video: Word Families Détail linguistique: <i>Une moule ou un moule?</i> <i>Variations régionales pour parler des repas</i> <i>Quelques expressions idiomatiques</i> Détail grammatical: <i>Le pluriel en "x"</i> <i>Le verbe mettre</i> <i>Le verbe venir</i> <i>Je t'invite OU je vous invite?</i>
My responsibilities at home: <i>Mes responsabilités chez moi</i> What being a good volunteer means to me: <i>Je fais ma part</i> <i>Comment fonctionne une association de bénévoles?</i> Where and why I volunteer: <i>Où peut-on faire du bénévolat?</i> <i>Pourquoi suis-je bénévole?</i>	Describing What People Can and Want to Do: <i>les verbes vouloir, pouvoir, choisir et finir (V)</i> Asking "Which" and "What" Questions: <i>les mots interrogatifs "qu'est-ce que" et "quel"</i> Connecting Phrases with Qui, Que, and Où: <i>quelques pronoms relatifs (V)</i>	Prononciation: <i>Une combinaison de lettres à deux sons</i> Rappelle-toi (Review): <i>Chez moi</i> <i>Mots interrogatifs</i> <i>Les adjectifs</i> Learning Strategy Video: Arriving at a Decision Détail linguistique: <i>Les anglicismes</i> <i>Des expressions idiomatiques</i> Détail grammatical: <i>La formation des verbes servir et accueillir</i> <i>Nouveau</i>

Scope and Sequence (continued)

UNITS	ESSENTIAL QUESTIONS	UNIT GOALS	INTERCULTURAL FOCUS
Unité 4 Une ville qui bouge AP® Themes Contemporary Life IB Themes Experiences Human Ingenuity Social Organization	What experiences are available to young people in a city or town? How can I access information to make plans? How does culture influence where I go and what I do in a Francophone city or town?	Read, view, and listen to a variety of sources like brochures, schedules, and online reviews to access information to make plans. Exchange preferences about places to go for fun in a Francophone city or town. Describe past events and activities. Investigate how and where teens in Francophone cultures and in your community enjoy a metropolitan area.	Paris Zoom culture: <i>Produit culturel: Les arrondissements</i> <i>Pratique culturelle: Allons au café!</i> <i>Pratique culturelle: Comment se déplacer à Paris</i>
Unité 5 Des conseils pour une vie saine AP® Themes Global Challenges IB Themes Identity Social organization	How do people where I live and in Francophone cultures take care of their physical health? How do people address concerns with their health? How do people where I live and in Francophone cultures view social and emotional health?	Read, view, and listen to informational texts such as websites, infographics, and personal stories about healthy habits. Discuss with others the ways in which they and others stay healthy. Research health information in order to make a presentation on adolescent health. Investigate how people in Francophone cultures maintain their physical as well as social and emotional health	Dijon et la Bourgogne-Franche-Comté, France Zoom culture: <i>Pratique culturelle: L'assurance maladie en France</i> <i>Pratique culturelle: Consulter le pharmacien</i>
Unité 6 Voyager autrement AP® Themes Contemporary Life IB Themes Experiences Sharing the planet	What do I need to know to explore another country or culture? What is the difference between a tourist and a traveler? How do travel experiences shape our intercultural understanding and respect for the communities we visit?	Read, view, and listen to informational texts such as announcements, videos, and personal stories about world travel. Participate in an interview in which you discuss your travel plans. Provide information about yourself in order to apply for a travel scholarship. Investigate how and why people travel around the world for more than just tourism.	Le Cameroun Zoom culture: <i>Pratique culturelle: Voyager autrement</i> <i>Pratique culturelle: Voyager à l'étranger</i> <i>Pratique culturelle: Rester en famille d'accueil</i>

Scope and Sequence (continued)

VOCABULARY TOPICS IN CONTEXT	STRUCTURES IN CONTEXT (V=VIDEO)	ADDITIONAL FEATURES
Places people go in a city: <i>Mes endroits préférés en ville</i> Things people do in a city: <i>Je fais des recherches</i> How I get to places in a city: <i>Je bouge en ville</i> <i>Comment prendre le métro?</i>	Expressing the Most, Least, Best, and Worst: <i>le superlatif des adjectifs (V)</i> Describing What You Did: <i>le passé composé (I) (V)</i> Telling Where You Went and How You Got There: <i>le passé composé (II) (V)</i>	Prononciation: <i>La lettre “s” en français</i> Rappelle-toi (Review): <i>Pour s’amuser en ville</i> <i>Le transport</i> <i>Pour faire des achats</i> <i>Les activités en ville</i> Learning Strategy Video: Navigating Websites and Mobile Apps Détail linguistique: <i>Des synonymes</i> Détail grammatical: <i>L’ordre des mots avec des adjectifs</i> <i>En métro et à vélo</i>
Ways that people stay healthy <i>Des habitudes saines</i> <i>Présenter des statistiques</i> Symptoms of sickness and giving advice for how to feel better: <i>Les parties du corps</i> <i>Les symptômes d’une maladie</i> Ways that people maintain their social and emotional health: <i>Ma santé sociale et émotionnelle</i> <i>La vie en ligne</i>	Giving General Advice: <i>l’infinitif après certaines expressions (V)</i> Telling Someone What to Do: <i>l’impératif (V)</i> Describing Your Routine: <i>les verbes pronominaux (V)</i>	Prononciation: <i>L’élision</i> Rappelle-toi (Review): <i>Quelques aliments</i> <i>Les activités entre amis</i> Learning Strategy Video: Delivering a Presentation Détail linguistique: <i>Les expressions avec avoir et être</i> <i>Famille de mots: tendu</i> Détail grammatical: <i>Trop</i>
Places I will go and the trips I will take: <i>Choisir sa destination</i> <i>Vive les vacances alternatives!</i> How I prepare to travel: <i>Se préparer au voyage</i> Where I stay and what I do as a responsible traveler: <i>Les hébergements et les activités de voyage</i> <i>Des conseils pour les voyageurs</i>	Describing What Will Happen/What You Will Do (Part 1): <i>le futur simple des verbes irréguliers (V)</i> Avoiding Repetition Using le, la, and les: <i>les pronoms le, la, les (V)</i> Describing What Will Happen/What You Will Do (Part 2): <i>le futur simple des verbes réguliers (V)</i>	Prononciation: <i>Les combinaisons “au,” “ou” and “eu”</i> Rappelle-toi (Review): <i>Les vêtements</i> <i>Les endroits et les activités</i> <i>Le temps</i> Learning Strategy Video: Culturally Sensitive Travel Détail linguistique: <i>Le patrimoine</i> Détail grammatical: <i>Le pronom “y”</i> <i>L’impératif des verbes pronominaux</i>