

French II

Teacher: MASTER MAP *****

Month	Essential Questions/Competencies	Content	Skills/Proficiencies	Assessment	Materials/Resources/Technology
August 2012	<p>How do you use your textbook?</p> <p>How do you conjugate verbs in the present tense and in the passe compose?</p> <p>How do you form questions and respond to questions in French?</p> <p>What is the vocabulary for leisure activities in French?</p>	<p>A. textbook utilization</p> <p>B. questions/answers review</p> <p>C. review of present tense verbs</p> <p>D. review of passe compose</p> <p>E. vocabulary based on the cinema, art, theatre, and museums</p>	<p>A. use textbook efficiently to locate information (3.1)</p> <p>B. formulate questions using interrogatives (1.1, 1.3)</p> <p>B. respond to questions appropriately (1.1, 1.3)</p> <p>C/D recall/identify present-tense verbs (1.2)</p> <p>C/D demonstrate appropriate verb usage in oral and written sentences (1.1, 1.3)</p> <p>E. translate/recognize French vocabulary (1.2)</p> <p>E. use vocabulary appropriately in sentences (1.1, 1.3)</p>	<p>A. scavenger hunt</p> <p>Textbook audio exercises</p> <p>Written text exercises</p> <p>Teacher-made handout on verb forms</p> <p>class participation rubric</p>	<p>textbook scavenger hunt</p> <p>text, wb, listening book</p> <p>handouts on verbs and questions</p> <p>vocabulary list 1</p> <p>class participation rubric</p>
September 2012	<p>What is some vocabulary to describe leisure activities?</p> <p>What are object pronouns and how are they used?</p> <p>What is the passe compose and when is it used?</p> <p>What are the differences</p>	<p>A. vocabulary for leisure activities</p> <p>B. pronouns (subject, direct, indirect) B. pronoun placement</p> <p>C. passe compose</p> <p>D. savoir/connaitre</p>	<p>A. translate, recognize, recall, spell, and pronounce new vocabulary (1.2)</p> <p>A. apply vocabulary in sentences in written and oral form (1.1, 1.3)</p> <p>B. comprehend pronoun usage (1.2), (4.1)</p>	<p>class participation rubric</p> <p>written and oral quizzes and excercises for vocabulary, pronouns, and verb forms teacher-generated and from Bon Voyage II quiz book</p> <p>reading comprehension questions to accompany the select reading(s)</p>	<p>Bon Voyage 2 text, workbook, cd, audio manual</p> <p>teacher quizzes and handouts for vocabulary and grammar</p> <p>class participation rubric</p> <p>selected story (from Petit Contes book or other source)</p>

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	between the two verbs "to know" in French?	E. selected reading (Petit Contes Symaphiques/other selections)	<p>B. replace nouns with pronouns correctly in sentences (4.1), (1.1, 1.3)</p> <p>B. utilize pronouns correctly orally and in written form (1.1, 1.3)</p> <p>C. express past actions using the passe compose (1.1, 1.3)</p> <p>C. compose sentences using the passe compose (1.1, 1.3)</p> <p>D. differentiate between situations using savoir and connaitre and compose sentences using each verb (4.1), (1.1, 1.2, 1.3)</p> <p>E. read, translate, intepret and discuss readings (5.1, 5.2), (4.2)</p>	audio quizzes from student listening manual	
October 2012	<p>How often to the French go to the movies?</p> <p>What are French theatres and operahouses like?</p> <p>What are some of the more popular art museums of Paris?</p> <p>What vocabulary is essential for</p>	<p>A. demonstrative adjectives</p> <p>B. lecutures cuturelles-going to the movies, to the theatre, to the opera, art museums, African music</p> <p>C. Vocabulary on health</p>	<p>A. recognize and utilize demonstrative adjectives (1.1, 1.2, 1.3)</p> <p>B. read, intepret, translate and discuss readings (5.1, 5.2) (3.1, 3.2), (1.1, 1.3)</p> <p>C. recognize and utilize vocabulary pertaining to health in written and oral</p>	<p>quizzes and worksheets (teacher generated) on demonstrative adjectives, object pronouns, irregular verbs and the imperative</p> <p>audio quizzes in audio manual</p> <p>fill-in quizzes for</p>	<p>internet for newspaper articles</p> <p>Bon Voyage level 2 text, audio manual, workbook</p> <p>chapter cd and video</p> <p>quizzes for vocabulary and grammar</p> <p>class participation rubric</p>

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	<p>going to the doctor and for describing your health?</p> <p>How are the object pronouns "lui" and "leur" used?</p> <p>How do you give a command in French?</p> <p>What are some current events going on in France today?</p>	<p>and going to the doctor</p> <p>D. indirect object pronouns</p> <p>E. irregular verbs souffrir, ouvrir</p> <p>F. the imperative</p> <p>G. newspaper articles with current events</p>	<p>form (1.1, 1.2, 1.3)</p> <p>D. replace prepositional phrases with object pronouns (4.1) (1.1, 1.3)</p> <p>E. recognize the differences between conjugations of souffrir and ouvrir from other "ir" verbs (1.1, 1.2, 1.3)</p> <p>F. formulate commands using formal and informal commands (1.3)</p> <p>G. comprehend and translate a newspaper article (5.1, 5.2), (1.3)</p> <p>G. summarize articles (1.3)</p>	<p>vocabulary</p> <p>newspaper article task list and scoring guide</p> <p>audio exercises from text</p> <p>class participation rubric</p> <p>oral assessment rubric</p> <p>Movie poster project and rubric</p>	<p>oral assessment rubric</p> <p>chapt. 1 test from Bon Voyage Level II (speaking, reading, writing, listening)</p> <p>Movie poster project description and rubric</p>
November 2012	<p>What are some options for medical care in France?</p> <p>How does the government subsidize medical care?</p> <p>What is the essential vocabulary pertaining to the telephone and the computer?</p> <p>How is the imperfect formed and when is it used?</p>	<p>A. imperative</p> <p>B. dialogue-chez le medecin</p> <p>C. SOS medecin-reading on French medical care and health</p> <p>D. vocabulary pertaining to the computer and the phone</p>	<p>A. give both formal and informal commands (1.1, 1.3)</p> <p>B. reproduce pronunciation for reading dialogues aloud (1.3)</p> <p>C. read, translate, interpret and discuss readings on French medical care and health(3.2) (4.1, 4.2) (5.1, 5.2)</p>	<p>class participation rubric</p> <p>Chapter 2 Bon Voyage unit test- (speaking, writing, listening, reading)</p> <p>teacher-generated quizzes and handouts for vocabulary and for the imperfect (fill-ins, conjugations, usage application)</p>	<p>Textbook Bon Voyage 2, workbook and listening manual</p> <p>Test Unit 2-Bon Voyage</p> <p>Text-Petits Contes sympathiques</p> <p>handouts/notes for the imperfect</p> <p>vocabulary 3 handout</p> <p>teacher generated practice sheets for</p>

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		<p>E. introduction to the imperfect E. irregular "nous" forms in the present tense</p> <p>F. selected readings (short-stories, newspaper articles)</p>	<p>D. translate, recognize, pronounce and spell new vocabulary</p> <p>D. utilize vocabulary appropriately according to the setting</p> <p>E. identify the imperfect tense in text E. create sentences using the imperfect E. identify situations requiring the imperfect E. apply the correct form of the imperfect in written and oral form</p> <p>F. comprehend, translate, and discuss readings</p> <p>F. identify the imperfect and imperative in the reading selection and evaluate it's meaning in context.</p>	<p>Reading comprehension questions for selected reading</p>	<p>vocabulary and for the imperfect</p>
December 2012	<p>What types of descriptions require usage of the imperfect?</p> <p>How have phones changed? What is the modern system for using the phone?</p> <p>How are phone cards used?</p>	<p>A. imperfect for giving descriptions</p> <p>B. lecture culturelle- modern phones vs. older phones, the phone card</p> <p>C. vocabulary pertaining to the airplane and train travel</p>	<p>A. utilize the imperfect correctly in sentences (1.1, 1.3) B. read and comprehend the French phone system (5.1, 5.2)</p> <p>C. recognize, translate, spell, and pronounce vocabulary related to transportation (1.2)</p>	<p>Chapter 3 Bon Voyage Level 2 test</p> <p>cd/video that accompany the chapter</p> <p>workbook activities</p> <p>written quiz on the imperfect (conjugation)-</p>	<p>Chapter 3 Bon Voyage Level 2 test</p> <p>Text and supplemental materials</p> <p>quiz on the imperfect</p> <p>project description for imperfect project (creating an illustration, presentation, description)</p> <p>vocabulary list for chapter 4</p>

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	What is a reflexive verb and how is it used?	D. Reflexive verbs	D. comprehend usage of reflexive verbs (1.2) D. apply appropriate reflexive verb conjugation in a sentence (1.1, 1.3)	Textbook and teacher-generated rubric for imperfect project (including speaking)	additional teacher created practice sheets for imperfect and for vocabulary Packet on reflexives
January 2013		A. vocabulary for travel on planes and trains B. comparisons of passe compose and the imperfect C. the present tense and past tenses of the verb of venir D. geographical names and prepositions E. TGV readings F. Eurotunnel (video) G. vocabulary on the bank and the post office	A. recognize and utilize vocabulary for travel appropriately (1.1, 1.2, 1.3) B. recall and apply general rules of conjugation for passe compose and imparfait (1.1, 1.2, 1.3) B. compare and contrast verb usage based on situations (4.1) (1.1, 1.2, 1.3) B. create sentences describing the past using both passe compose and imparfait (1.1, 1.3)	unit 4 test (Bon Voyage level 2) mid-term exam (multiple choice, listening, fill-in) quiz on passe compose-imparfait (fill-in with conjugations/applications) Quiz on vocabulary (fill-in) listening quiz in listening manual speaking quiz using oral rubric reading comprehension questions on the TGV	Bon Voyage level 2 text and supplemental materials (workbook, listening manual) written quizzes (vocabulary, passe compose) Eurotunnel video sheet and internet questions selected handouts/packets for passe compose/imparfait mid-term exam Eurotunnel video and video sheet internet for research on Eurotunnel

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		I. relative pronouns review (que/qui)	<p>C. apply venir appropriately in the present, past, and before an infinitive (1.1, 1.3)</p> <p>D. apply the correct geographical preposition according to the city, country... (1.1, 1.3), (3.1)</p> <p>E. compare train travel in France to the US (4.2)</p> <p>E. understand the importance and efficiency of the French train system (5.1, 5.2) (4.2)</p> <p>F. understand and discuss the positive and negative effects of the construction and usage of Eurotunnel</p> <p>G. recognize and utilize vocabulary for the bank and the post office</p> <p>I. comprehend what relative pronouns are and apply them appropriately in sentences.</p>	video handout for Eurotunnel and internet research (short assignment on Eurotunnel)	vocab 5 list
February 2013	What vocabulary is essential for banking and going to the post office in France?	<p>A. vocabulary on the bank and the post office</p> <p>B. relative pronouns que</p>	A. utilize vocabulary to describe banking and postal services (1.1, 1.3)	<p>Unit 5 Test-Bon Voyage 2</p> <p>written quizzes-vocabulary, pronouns, accordance</p>	<p>chapter 5 test</p> <p>quizzes for vocabulary, pronouns, accordance</p>

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	<p>What are the rules of application for relative pronouns in French?</p> <p>What happens to the ending of past participles when the direct object precedes the verb?</p> <p>How do the French express "each other"?</p> <p>What are some similarities and differences in banking services and postal services in France as compared to the United States?</p>	<p>and qui</p> <p>C. past participle accordance in passe compose</p> <p>D. reciprocal actions</p> <p>E. selected reading (Petits Contes Sympathiques and text)</p> <p>F. lectures culturelles- the bank, the postal service and money exchange in France</p>	<p>A. create and perform a skit based on going to the bank (5.1, 5.2), (1.3)</p> <p>B. link clauses together with the appropriate relative pronoun (1.1, 1.2, 1.3), (4.1)</p> <p>C. apply the appropriate ending to the past participle (1.1, 1.2, 1.3) ,(4.1)</p> <p>D. express "each other" using reflexive verbs(1.1, 1.2, 1.3)</p> <p>E. comprehend, discuss and write responses to readings (5.1, 5.2, 1.1), (2.2)</p> <p>F. students will compare and contrast banking and postal services in France to that of the United States (5.1, 5.2), (2.1, 2.2), (4.2) (3.1)</p>	<p>class participation rubric</p> <p>skit rubric for banking skit</p> <p>reading comprehension questions from selected reading</p> <p>oral/written activities from text relating to vocabulary, relative pronouns, and accordance</p> <p>class worksheets as re-enforcers</p>	<p>class participation rubric</p> <p>Text and supplemental materials</p> <p>Petits Contes Sympathiques text</p> <p>Handouts for vocabulary, accordance, que/qui</p> <p>Reading comprehension questions handout</p>
March 2013	<p>What are some foods eating in the French speaking world and what is some vocabulary to describe their preparation?</p> <p>How do you describe future actions in French?</p>	<p>A. vocabulary pertaining to food and food preparation</p> <p>B. the future tense</p> <p>C. double-object pronouns</p>	<p>A. recognize and utilize vocabulary appropriately (1.1, 1.2, 1.3)</p> <p>B. apply the appropriate ending for future tense formations (1.1)</p>	<p>Chapter 6 Bon Voyage Level 2 exam (reading, writing, speaking, listening)</p> <p>formative worksheets on the vocabulary and future tense</p> <p>written quizzes on</p>	<p>Text Bon Voyage level 2 and supplemental materials</p> <p>worksheets on vocabulary and grammar</p> <p>quizzes on vocabulary, object pronouns, future tense and faire + infinitive</p>

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	<p>What is the correct placement of pronouns when more than one are present in a sentence?</p> <p>What foods are eaten in different regions of France and Africa?</p> <p>Who was Rabelais?</p> <p>What is unique about the region of Provence?</p>	<p>D. faire+the infinitive</p> <p>E. lectures culturelles- foods from different regions of France and Africa</p> <p>F. reading-Gargantua de Rabelais</p> <p>G. video-Provence</p>	<p>C. replace object with object pronouns and create sentences using two object pronouns (4.1) (1.1, 1.2, 1.3)</p> <p>D. differentiate between actions they do themselves and actions they have done for them using "faire + infinitive" (1.1, 1.3)</p> <p>E. identify different foods from different regions of France and Africa (5.1, 5.2) (4.2) (2.2)</p> <p>F. read and translate portions of Gargantua (5.1, 5.2), (3.1)</p>	<p>vocabulary, the future tense and double object pronouns, faire + infinitive</p> <p>reading comprehension questions for 2 sets of readings</p> <p>listening quizzes from listening manuals</p> <p>Grand Concours National French Exam</p>	<p>Unit 6 Bon Voyage Level 2 Exam</p>
April 2013	<p>How are parts of the car described in French?</p> <p>What are French highways like?</p>	<p>A. vocabulary pertaining to the automobile and travel by automobile</p>	<p>A. Recognize and utilize vocabulary in appropriate situations (1.2, 1.3)</p> <p>B. describe hypothetical situations using the</p>	<p>written quizzes on vocabulary, double object pronouns, the conditional and si clauses</p> <p>formative practice</p>	<p>Bon Voyage 2 Text and accompanying materials</p> <p>written quizzes</p>

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	<p>What are some common expressions used at a French gas station?</p> <p>How are hypothetical situations described in French?</p> <p>What is the order of pronoun placement when more than one pronoun is in the same sentence?</p> <p>How does one write a poem in French?</p>	<p>B. The conditional tense</p> <p>C. si clauses</p> <p>D. lui, leur + direct object compliment</p> <p>E. poetry</p>	<p>conditional and si clauses (1.1, 1.3)</p> <p>B. conduct a poll of the class and report answers orally (1.3)</p> <p>C. respond to questions and create sentences based on hypothetical situations using si clauses and the conditional (1.1, 1.3)</p> <p>D. replace direct objects and prepositional phrases with direct and indirect object pronouns (4.1), (1.1, 1.2, 1.3)</p> <p>E. read, translate and discuss selected poems in French (5.1, 5.2), (4.1, 4.2), (3.2), (2.2)</p> <p>F. create a poem in French (1.1, 1.3)</p>	<p>worksheets on object pronouns, vocabulary, si clauses and the conditional</p> <p>class survey using the conditional</p> <p>listening quizzes in listening manuals</p> <p>poem translations</p> <p>poem creation and task list for poem creation</p> <p>class participation rubric</p>	<p>class survey sheet</p> <p>selected poems (p. 484-485 in text)</p> <p>poem creation task list</p> <p>class participation rubric</p> <p>teacher generated handouts on vocabulary and grammar practice</p>
May 2013	<p>What are some differences between driving in France and driving in the U.S.?</p>	<p>A. Lectures Culturelles-driving in France, a visit to Tunisia, Ecology</p>	<p>A. read,translate, discuss short cultural readings (5.1, 5.2) (1.2) (3.1, 3.2) (4.2)</p>	<p>Unit 7 and Unit 8 tests (reading, writing, speaking, listening)</p>	<p>Unit 7 and 8 chapter tests</p> <p>class particiaption rubric</p>

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	<p>What are some opinions of French your regading more efficient automobiles?</p> <p>How are the parts of the body described in French?</p> <p>What is French first aid care and emergency room service like? What is the essential vocabulary?</p> <p>How does one describe "the most" or "the best" in French</p> <p>What is the difference between "what" as a subject of a question and as the object of a question?</p> <p>What happens when pronouns accompany a command?</p> <p>What are some current events in the French-speaking world?</p>	<p>B. vocabulary pertaining to accidents, body parts, and emergency services</p> <p>C. superlative</p> <p>D. meilleur/mieux</p> <p>E. interrogative and relative pronouns</p> <p>F. the imperative with pronouns</p> <p>G. current events using newspaper articles</p>	<p>B. recognize, spell, pronounce, and utilize vocabulary pertaining to accidents and emergency care appropriately (1.1, 1.2, 1.3)</p> <p>C. differentiate formation of superlative to that of the comparative (1.2)</p> <p>D. apply rules of superlative to describe people and things (1.1, 1.3)</p> <p>D. utilize meullieur and mieux to describe better and best (1.1, 1.3)</p> <p>E. formulate questions and write/speak appropriate responses using relative pronouns and interrogative pronouns (1.1, 1.3)</p> <p>F. create and respond to commands attaching pronouns to the command</p> <p>G. access the internet and summarize a newspaper article (5.1, 5.2) (2.1, 2.2)</p>	<p>formative assessment through written/oral text activities and workbook homework assignments. Also, handouts on vocabulary and grammar</p> <p>Student surveys on the superlative</p> <p>Reading comprehension questions based on the lecuture cuturelle</p> <p>written quizzes on vocabulary, grammar concepts (fill-ins and conjugations)</p> <p>class participation rubric</p> <p>listening quizzes</p> <p>newspaper article task list</p>	<p>survey sheets on the superlative</p> <p>text and accompanying materials</p> <p>written quizzes on vocabulary and grammar</p> <p>writing worksheets on vocabulary, the superlative, qu'est-ce que/qui ce que/qui and commands</p> <p>class participation rubric</p> <p>internet to access newspaper articles</p>

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June 2013	<p>What is emergency service like in France?</p> <p>What services do Doctors Without Frontiers perform?</p> <p>Who was Louis Pasteur and what is "L'Institut Pasteur"?</p>	<p>lecture culturelle-emergency room care in France, Doctors Without Frontiers, Louis Pasteur</p> <p>Final exam review</p>	<p>read, translate, discuss short cultural readings (5.1, 5.2), (2.1, 2.2) (3.1, 3.2) (4.1, 4.2)</p>	<p>Reading comprehension questions</p> <p>Unit 8 Bon Voyage level 2 Exam</p> <p>Final exam (listening, multiple choice)</p>	<p>Unit 8 exam (Bon Voyage level 2)</p> <p>Final exam</p>