

Southern York County School District Instructional Plan

French II Grades 8 - 12

Textbook(s)/Instructional Materials Used: Bon voyage! Level 2; McGraw-Hill Education;
ISBN: 0-07-865660-5

Dates: August - September

Unit Plan: 1

Stage 1 – Desired Results

PA Standard(s)/Assessment Anchors Addressed:

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language
- **Standard 4.1:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own

Understanding(s):

Students will understand

1. Present tense
2. Verbs and conjugations
3. Past tense
4. Direct and Indirect object pronouns
5. Offrir
6. Negative expressions

Essential Question(s):

- When do we use the present? The past?
- How to we identify and distinguish between a direct and an indirect object?
- How does learning French help us to better understand the English language?

Learning Objectives:

Students will know...

- How to describe friends/family
- After-school activities
- Celebrations
- Party preparations

Students will be able to:

- Use present and past tenses correctly in context
- Conjugate and use verbs correctly in context
- Describe family/friends and activities in which they participate
- Talk about different celebrations and how to plan for them

Dates: October

Unit Plan: 2

Stage 1 – Desired Results

PA Standard(S)/Assessment Anchors Addressed:

- **Standard 1.1:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions
- **Standard 1.2:** Students understand and interpret written and spoken language on a variety of topics
- **Standard 1.3:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- **Standard 2.1:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied
- **Standard 3.1:** Students reinforce and further their knowledge of other disciplines through the foreign language

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| <ul style="list-style-type: none"> • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own | |
| Understanding(s): <i>Students will understand</i> 1. Y 2. En | Essential Question(s): <ul style="list-style-type: none"> • How do we cook using French directions and the metric system? • How and when do we use the pronouns <i>y</i> and <i>en</i>? • How does learning French help us to better understand the English language? |
| Learning Objectives: <i>Students will know...</i> <ul style="list-style-type: none"> • Fruits • Veggies • Cooking • Food shopping • Metric system | <i>Students will be able to:</i> <ul style="list-style-type: none"> • Identify fruits and veggies • Follow recipes and directions using the metric system |
| Dates: November | Unit Plan: 3 |
| Stage 1 – Desired Results | |
| PA Standard(S)/Assessment Anchors Addressed: <ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own | |
| Understanding(s): <i>Students will understand...</i> 1. Object pronouns in passé composé 2. Quelqu'un/quelque chose... 3. Depuis/il y a... | Essential Question(s): <ul style="list-style-type: none"> • How do we use object pronouns in the past? • How and when do we use expressions of time? • How does learning French help us to better understand the English language? |
| Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • School places and events | <i>Students will be able to:</i> <ul style="list-style-type: none"> • Identify school places and events • Use expressions of time |
| Dates: December | Unit Plan: 4 |
| Stage 1 – Desired Results | |
| PA Standard(S)/Assessment Anchors Addressed: <ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics | |

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| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Forms of <i>tout</i> 2. Reflexive verbs in present and past 3. Imperative with reflectives 4. Reflexives with infinitives | Essential Question(s): <ul style="list-style-type: none"> • What is the difference between and regular verb and a reflexive verb? • How does learning French help us to better understand the English language? |
| Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Routines and chores | <i>Students will be able to:</i> <ul style="list-style-type: none"> • Use reflexive verbs to talk about daily routine |
| Dates: January | Unit Plan: 5 |
| Stage 1 – Desired Results | |
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| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Imparfait vs. passé composé 2. Adverb placement 3. Comparative / Superlative | Essential Question(s): <ul style="list-style-type: none"> • How does learning French help us to better understand the English language? • How do we differentiate between Imparfait vs. passé composé? |
| Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Childhood activities | <i>Students will be able to:</i> <ul style="list-style-type: none"> • Differentiate and use the imparfait vs. passé compose |
| Dates: February | Unit Plan: 6 |
| Stage 1 – Desired Results | |
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| Understanding(s): <i>Students will understand . . .</i> 1. Être en train de... 2. Future 3. Courir | Essential Question(s) <ul style="list-style-type: none"> • How does learning French help us to better understand the English language? • How do we talk about things in the future? |
| Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Camping • Nature • Animals • Activities | <i>Students will be able to:</i> <ul style="list-style-type: none"> • Talk about future events • Identify animals and their sound • Discuss camping |
| Dates: March | Unit Plan: 7 |
| Stage 1 – Desired Results | |
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| Understanding(s): <i>Students will understand . . .</i> 1. Conditional 2. “Si” clauses | Essential Question(s) <ul style="list-style-type: none"> • How does learning French help us to better understand the English language? • What is the conditional? When is it used? • How does knowing the parts of the body help us talk about injury and health? |
| Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Parts of the body • Illness • Injury • Improving one's health | <i>Students will be able to:</i> <ul style="list-style-type: none"> • Correctly use the future and conditional in “si” clauses • Identify and talk about parts of body and the illness and injury related. |

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| Dates: April | Unit Plan: 8 |
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| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Relative pronouns 2. Present participles 3. Interrogative pronouns 4. Demonstrative pronouns | Essential Question(s) <ul style="list-style-type: none"> • How does learning French help us to better understand the English language? • When in Francophonie, how does knowing the vocabulary help us to talk about media? |
| Learning Objectives: <i>Students will know . . .</i> <ul style="list-style-type: none"> • Movies • Books • TV shows | <i>Students will be able to:</i> <ul style="list-style-type: none"> • Talk about media |
| Dates: May/June | Unit Plan: 9 |
| Stage 1 – Desired Results | |
| PA Standard(S)/Assessment Anchors Addressed: <ul style="list-style-type: none"> • Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions • Standard 1.2: Students understand and interpret written and spoken language on a variety of topics • Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. • Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied • Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language • Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own | |
| Understanding(s): <i>Students will understand . . .</i> <ol style="list-style-type: none"> 1. Subjunctive | Essential Question(s) <ul style="list-style-type: none"> • How does learning French help us to better understand the English language? • Why is it important to know how to make travel plans in different countries? |

Learning Objectives:***Students will know . . .***

- Vacation
- Making preparations

Students will be able to:

- Talk about vacations and the preparations needed