# French III Scope and Sequence – Fall Semester

**Idea Control (Evidence of Use)**  Partial Control (~50% Accuracy)  Full Control (+80% Accuracy)

## Unit 1 – When I was little...
- Animals
- Fairy tales
- Childhood activities, events, games
- Temporal expressions (e.g. *soudain* vs. *tous les jours*) *(S)*
- Sequencing words *(S)*

## Unit 2 – My Cultural Life
- Critiquing
- Cultural leisure activities
- Visual/performing arts (fine and popular)
- Interjections *(S)*
- *celui, celle, ceux, celles*
- Relative pronouns *ce qui, ce que, ce dont* (in context)
- Comparative/superlative adjectives

## Vocabulary for Communication
See suggested vocabulary in Unit Overviews for more detail.

- Animals
- Fairy tales
- Childhood activities, events, games
- Temporal expressions (e.g. *soudain* vs. *tous les jours*) *(S)*
- Sequencing words *(S)*

## Terminology
Words students might need to know, but are not required for assessment.

- Placement of adverbs
- *Passé composé* *(S)*
- *Imparfait*
- Reflexive (*imparfait* and *passé composé*)
- *Passé composé* vs. *imparfait*

## Grammar
Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.

- Relative pronouns *qui, que, ce qui, ce que*
- Demonstrative pronouns
- Negative expressions *(S)*
- Comparative/superlative adjectives

## Culture
Cultural understandings are infused across the units. For details, see C-CAP.

## Interpretive and Presentational Strategies
A variety of strategies for interpretive and presentational communication are spread across this year’s units. It is **NOT** expected that they are taught in certain units, but serve as reminders of what we can teach our students to help them be better communicators as their language skills develop.
# French III Scope and Sequence – Spring Semester

<table>
<thead>
<tr>
<th>Idea Control (Evidence of Use)</th>
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<tbody>
<tr>
<td><strong>Unit 3 – Health and Wellness</strong></td>
<td><strong>Unit 4 – What’s next…</strong></td>
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## Vocabulary for Communication
See suggested vocabulary in Unit Overviews for more detail.
- Active leisure activities
- Body parts (S)
- Subjunctive forms (in context)
- Daily habits
- Health and wellness
- Geography
- Professions
- Everyday technology
- Masculine and feminine noun endings (for professions)
- Expressions indicating *le futur simple* (e.g. *quand*, *dés que*, *lorsque*)
- Verbs in *le futur simple* (*aur*, *ir*, *ser*)
- Expressions with subjunctive (teacher choice)
- Conditional mood
- Suffix

## Terminology
Words students might need to know, but are not required for assessment.

## Grammar
Proficiency should be measured ONLY in the Interpersonal and/or Presentational Modes.
- Object pronouns *en* and *y*
- Subjunctive
- Imperative (S)
- Noun endings
- Conditional mood
- *si* and *quand* clauses
- *le futur simple* vs. *futur proche*
- *quand*, *dés que*, *lorsque*
- Subjunctive (S)

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