

St. Mary's County Public Schools  
 French 2  
 Grades 8, 9, 10, 11, or 12

<b>Marking Period 3</b>	
<b>ACTFL Can Do Benchmarks/Maryland State Standards</b>	<p><b>Interpersonal Communication:</b> <i>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</i></p> <p><b>Presentational Speaking:</b> <i>I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.</i></p> <p><b>Presentational Writing:</b> <i>I can write short messages and notes on familiar topics related to everyday life.</i></p> <p><b>Interpretive Listening:</b> <i>I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.</i></p> <p><b>Interpretive Reading:</b> <i>I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.</i></p>
<b>Essential Questions</b>	<p>How do the routines of people in other cultures differ from mine?          What makes a house a "home"?</p>
<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Describing your daily routine</li> <li>• Describing your daily routine in the past</li> <li>• Household chores</li> <li>• Household items</li> <li>• Give a tour of a house or apartment</li> <li>• Describing the location of your house or apartment and what it looks like</li> <li>• Reading a classified ad</li> <li>• Asking about a rental</li> <li>• Explaining what you used to do in the past</li> <li>• Describing ongoing past actions</li> <li>• Giving background information about specific past events</li> <li>• Describing clothes and accessories</li> <li>• Expression comparisons, ranking, saying who or what is the best</li> <li>• Referring to specific items</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Hygiene and personal care including toiletries</li> <li>• Common activities</li> <li>• Prepositions of time</li> <li>• La maison: <b>rooms, furniture, and appliances</b></li> <li>• Clothing: <b>accessories, fabric , design and materials</b></li> <li>• Adjectives <b>beau, nouveau, vieux</b></li> <li>• Sizes, looks and price</li> <li>• Numbers 100-1,000,000</li> <li>• Descriptive adjectives</li> <li>• Common adverbs</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Reflexive verbs: <b>present tense, imperative, infinitive constructions</b></li> <li>• Reflexive verbs with <b>passé compose</b></li> <li>• irregular verb: <b>voire</b></li> </ul>

	<ul style="list-style-type: none"> <li>• relative pronouns: <b>qui and que</b></li> <li>• <b>imparfait</b></li> <li>• <b>imparfait vs passé composé</b></li> <li>• Ordinal numbers</li> <li>• Comparisons with adjectives</li> <li>• Superlative constructions</li> <li>• Pronouns <b>lequel?</b> and <b>celui</b></li> <li>• Adverbs ending in <b>ment</b></li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>• <b><i>French fashion and style: artists Chanel, YSL,</i></b></li> <li>• <b><i>Clothing across La Francophonie</i></b></li> <li>• French housing: <b><i>dwellings across La Francophonie</i></b></li> <li>• L'école autrefois: traditional French school</li> <li>•</li> </ul>
<b>Formative Assessments</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>Summative Assessment</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>