

## Scope and Sequence for Ça Marche! French Level 2

Unit	Can do statement	Vocabulary	Grammar	Culture
1	<ul style="list-style-type: none"> <li>I can talk about what I did this summer.</li> <li>I can describe a beach vacation.</li> <li>I can describe a camping trip.</li> <li>I can identify the general topic and some basic information in both very familiar and everyday contexts in listening and reading.</li> </ul>	<ul style="list-style-type: none"> <li>Amusement park</li> <li>Water park</li> <li>Rides</li> <li>Beach vocabulary</li> <li>Camping vocabulary</li> </ul>	<p>Passé composé with avoir</p> <p>Passé composé with être (aller only)</p> <p>Present tense</p>	<p>Chateau de Chenonceau</p> <p>Cathédrale de Chartres</p> <p>Camping in France</p> <p>Flags</p> <p>Geography</p> <p>Music</p> <p>Famous People</p>
2	<ul style="list-style-type: none"> <li>I can compare people and things.</li> <li>I can compare the differences among three mythical creatures.</li> <li>I can say what I like better.</li> <li>I can describe a picnic.</li> <li>I can write a story about a picnic in the fall.</li> <li>I can read a story about mythical creatures.</li> <li>In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary associated with Bigfoot, camping, and other Francophone legends</li> <li>Picnic vocabulary</li> </ul>	<p>Plus ... que</p> <p>Moins ... que</p> <p>Aussi ... que</p> <p>Meilleur</p> <p>Mieux</p> <p>Pire</p> <p>Passé Composé</p> <p>Imparfait (avait, était, faisait)</p> <p>Present tense</p>	<p>Francophone mythical creatures</p> <p>Excerpts from authentic literature</p> <p>Geography</p> <p>Flags</p> <p>Music</p> <p>Famous People</p>
3	<ul style="list-style-type: none"> <li>I can say the date in the legend.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary associated with legends –</li> </ul>	<p>Passé composé with être</p>	<p>Feu Follet</p>

	<ul style="list-style-type: none"> <li>I can describe the weather in the legend.</li> <li>I can ask and answer questions about people.</li> <li>I can tell about the legend of Feu Follet.</li> <li>I can read clues in the target language and express my opinion.</li> <li>I can say what chores I have to do.</li> <li>I can say what chores I do or don't do.</li> <li>I can summarize a legend.</li> <li>I can compare two cases giving the details of both cases.</li> </ul>	<p>Feu Follet, Le Bonhomme Sept Heures,</p> <ul style="list-style-type: none"> <li>The story "Le Ruban Vert"</li> <li>Household chores (laundry, making bed, cleaning, vacuum, take out trash, etc.)</li> </ul>	<p>Avoir expressions</p> <p>Imparfait (avait, était, faisait, allait)</p> <p>Negative passé compose</p> <p>Present tense</p> <p>Indirect object pronouns</p> <p>Devoir</p>	<p>Le Bonhomme Sept Heures</p> <p>Music</p> <p>Geography</p> <p>Food</p> <p>Music</p> <p>Famous People</p>
4	<ul style="list-style-type: none"> <li>I can compare different dishes and explain my preferences.</li> <li>I can use specialized culinary vocabulary.</li> <li>I can interpret and respond to others' reviews.</li> <li>I can understand a review given by a native speaker of the language.</li> <li>I can use adjectives to</li> </ul>	<ul style="list-style-type: none"> <li>Words associated with describing food (hot, cold, juicy, salty, crunchy, sweet, sour, delicious, gross, etc.)</li> <li>Words associated with social media and influencers</li> </ul>	<p>Passé composé vs. imparfait</p> <p>Adjective agreement</p> <p>Present tense</p>	<p>Dejeuner du matin (song and poem)</p> <p>Famous dishes</p> <p>Music</p> <p>Geography</p> <p>Flags</p> <p>Famous People</p> <p>Authentic reviews</p>

	<p>explain the quality of a dish.</p> <ul style="list-style-type: none"> <li>• I can describe the taste and texture of food.</li> <li>• I can justify my preference.</li> <li>• I can create my own review.</li> <li>• I can read and interpret a famous poem.</li> </ul>			
5	<ul style="list-style-type: none"> <li>• I can compare holiday traditions in the story to French traditions and to my own.</li> <li>• I can analyze the moral and ethical dilemmas in the story.</li> <li>• I can write a description of a holiday scene.</li> </ul>	<ul style="list-style-type: none"> <li>• La Petite Fille aux Allumettes (vocabulary associated with the story and with holidays)</li> </ul>	<p>Passé composé vs. imparfait</p> <p>Adjective agreement</p> <p>Prepositions</p> <p>Adverbs with passé composé</p> <p>Present tense</p>	<p>Holiday foods</p> <p>Music</p> <p>Art</p> <p>Geography</p> <p>Flags</p> <p>Famous People</p> <p>Celebrations</p>
6	<ul style="list-style-type: none"> <li>• I can retell the story of Barbe Bleue in my own words.</li> <li>• I can create a mini-story book of Barbe Bleue with pictures and text.</li> <li>• I can evaluate the actions of characters in the story.</li> <li>• I can identify the main themes of Barbe Bleue and how they are developed throughout the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Barbe Bleue (vocabulary associated with it)</li> </ul>	<p>Passé Composé vs. imparfait</p> <p>Passé Composé with direct object pronouns</p> <p>Present tense</p>	<p>Chanson pour les enfants l'hiver (song and poem)</p> <p>Barbe Bleue story</p> <p>Joan of Arc</p> <p>Famous Landmarks in France</p> <p>Music</p> <p>Famous people</p> <p>Medieval life</p> <p>Geography</p>

7	<ul style="list-style-type: none"> <li>I can identify themes of justice, power, and identity in literature.</li> <li>I can analyze motivations of characters in stories.</li> <li>I can read a version of Beauty and the Beast and give details.</li> <li>I can create a back story for Belle and the Beast.</li> <li>I can describe the structure of a home.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to Beauty and the Beast</li> <li>Structures on a house (roof, ceiling, floors, walls, windows, stairs, etc.)</li> <li>More rooms of the house</li> </ul>	<p>Passé Composé with direct object pronouns</p> <p>Passé compose vs imparfait</p> <p>Passé compose with reflexive verbs.</p> <p>Regular Future Tense</p>	<p>Black History Month (famous Black Francophones)</p> <p>Manie Musicale (participation is optional, but there will be resources to support this if you choose to participate).</p> <p>Beauty and the Beast</p> <p>Various Castles</p> <p>Amboise, France</p> <p>Beaune, France</p>
8	<ul style="list-style-type: none"> <li>I can express my opinion about music.</li> <li>I can describe medical conditions and symptoms.</li> <li>I can recommend a remedy based on symptoms.</li> <li>I can create a healthful menu plan for an alien baby.</li> <li>I can compare the French, Canadian, and US Health Systems</li> </ul>	<ul style="list-style-type: none"> <li>Health and wellness vocabulary (illnesses, conditions, remedies, doctor visits)</li> <li>Environmental conditions</li> </ul>	<p>Reflexive verbs</p> <p>Future Tense</p> <p>Avoir mal</p>	<p>Music (Manie Musicale optional)</p> <p>Famous people</p> <p>Geography</p> <p>Flags</p> <p>Foods</p> <p>Healthcare system in France and Canada</p>
9	<ul style="list-style-type: none"> <li>I can describe an island</li> <li>I can identify sea life</li> </ul>	<ul style="list-style-type: none"> <li>Island vocabulary</li> <li>Sea Life</li> </ul>	<p>Conditional tense</p> <p>If clauses</p>	<p>Geography</p>

	<ul style="list-style-type: none"> <li>I can understand an abridged version of “L’île mystérieuse” by Jules Verne</li> <li>I can identify French speaking islands</li> <li>I can say what I would do if I lived on an island.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary related to the story</li> </ul>		<p>Francophone overseas regions (islands)</p> <p>Jules Verne</p> <p>Caribbean food</p>
10	<ul style="list-style-type: none"> <li>I can text like a French teenager</li> <li>I can read and understand some words in Verlan</li> <li>I can understand some slang terms</li> <li>I can describe driving laws related to teenagers in France and Canada</li> </ul>	<ul style="list-style-type: none"> <li>Verlan terms</li> <li>Slang terms</li> <li>Texting terms</li> <li>Teenage rejoinders</li> </ul>	<p>Tense Review</p> <p>Present</p> <p>Participle</p> <p>Voir (conjugation review in present)</p> <p>Vivre (conjugation review in present)</p>	<p>Verlan</p> <p>Slang</p> <p>Texting</p> <p>Driving laws</p>

#### Things to remember:

- There are lots of words that are unclassifiable that will be learned throughout. They come up in song, stories, etc. and will be taught. Words are reused heavily all throughout the units once they are introduced.
- Just because a grammar topic is listed doesn’t mean it will be exhaustive in scope, meaning that every aspect of that will not come up and it will not be drilled to death. It just means that it will be used more intentionally during this unit. Our grammar is pop-up grammar + the PACE model where students co-construct the rule. There are some “mini” grammar drills in the starters and printables but it is all immersed within comprehensible structures.