

Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French II

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1c, E1a, E1b	Obj 5(3A) Obj 6(3A)	Introduction –Reprise: Entre amis The learner will: Talk about school and classes, describe school and leisure activities, express oneself about personal experience orally and in writing, review in general French I (Discovering French-Bleu), review the French-speaking world, and information about the French school system.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1c, E1a, E1b	Obj 5(3A) Obj 6(3A)	Rappel 1 – Les nombres, la date, l’heure et le temps The learner will: Count, give the date, tell time, describe the weather, ask/answer information questions about time, dates, and weather, review use of c’est and il est , recognize time differences between time zones, be aware of the weather in various regions of France.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1c, E1a, E1b	Obj 5(3A) Obj 6(3A)	Rappel 2 – Les choses de la vie courante The learner will : Discuss common objects and clothing, possessions, indicate where things are located, point things out, express preferences, review definite/indefinite articles, il y a , jouer à , jouer de , prepositions of location, articles and contractions, ce and quel , possessive adjectives, recognize common possessions of French young people.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1c, E1a, E1b	Obj 5(3A) Obj 6(3A)	Rappel 3 – Les activités The learner will : Talk about daily activities, what he/she likes, wants, can do, and must do, ask for information, make suggestions and give advice or orders, review the present tense of common regular –er , ir , –re verbs, infinitive and negative constructions, question formation with est-ce que , question words, subject and stress pronouns, imperative form, be aware of Canada’s bilingual policy.	I	D	M	R

I – Introduce
D – Develop
M – Master
R – Reinforce

Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French II

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1c, E1a	Obj.1(B,C) Obj 5(3A) Obj 6(3A)	Unit 1 – Quis suis-je ? The learner will: 1.1 Identify oneself and provide personal data, describe one’s family, talk about professions, make introductions and phone calls, read authentic realia, review questions words, review and extend the use of adjectives of nationality, review tu/vous , ask questions using intonation and est-ce que , review the verbs être, avoir, faire , plural forms, use names of professions with articles, use informal, standard, and polite formulas for introductions, be aware of the multi-ethnic, multi-cultural nature of the French-speaking world.	I	D	M	R
A1a, A1b, A1c, D1a, E1a	Obj.1(B,C) Obj 5(3A) Obj 6(3A)	1.2 Say where people are and what they are like, describe people and things using descriptive adjectives, point out people and things, read for pleasure and for information, review the verb être and expressions with être , regular and irregular adjective forms and placement, use c’est/il est , learn about Annecy.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, D1a, E1a, E1b	Obj.1(B,C) Obj 5(3A) Obj 6(3A)	1.3 Describe one’s possessions, needs, and feelings, talk about age, describe what people are doing, ask yes/no questions, read for pleasure, use the verbs avoir and faire and expressions with avoir/faire , ask questions with inversion, become familiar with Annecy.	I	D	M	R
A1a, A1b, A1c, C1a, C1b, D1a, D1b, D1c, E1a	Obj.1(B,C) Obj 5(3A) Obj 6(3A)	1.4 Talk about where one is going and what one is going to do, where one is coming from and what one has just done, discuss how long things have been going on, read for pleasure and draw conclusions, expand vocabulary and use context clues to guess new words, use the verb aller and aller + infinitive, use places after aller , use the verb venir and venir de + infinitive, use time expressions, use the present tense + depuis , learn about French cafés and greeting customs.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1c, E1a	Obj.1(B,C) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Cultural Photo Essay – Images du monde francophone : La France et l’Europe The Learner will : Learn about France and its regions, attractions in various French regions, be aware of French holidays/celebrations, learn about the Tour de France, be aware of other European French-speaking countries.	I	D	M	R

I – Introduce
D – Develop
M – Master
R – Reinforce

Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French II

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
A1a, A1b, A1c, B1a, C1a, C1b, D1a, D1c, E1a, E1b	Obj.1(B,C) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 2 – Le weekend enfin ! The learner will: 2.5 Discuss weekend activities/plans, going out with friends and helping at home, be able to get around in Paris by subway, talk about visiting the countryside, discuss farms and animals in the countryside, use aller + infinitive for future activities, use expressions with faire , learn about le metro .	I	D	M	R
A1a, A1b, A1c, C1a, C1b, D1a, D1b, E1a	Obj.1(B,C) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	2.6 Talk about what happened and did not happen in the past, ask questions about the past, describe actions/times of actions, read for pleasure and develop logical thinking, use the passé composé with avoir and regular -er, -ir, -re verbs, use time expressions, use intonation, est-ce que , and inversion to ask questions in the past, use déjà/jamais in questions, use the irregular verbs prendre, mettre, permettre, promettre , learn about daily activities of French young people.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, D1a, D1b, D1c, E1a	Obj.1(B,C) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	2.7 Talk about what one sees, about the past, identify people and things, talk about where one went and when, use the verb avoir , use the passé composé of the verb aller , use quelqu'un, quelque chose, personne, rien , use expressions of time, learn about the French rendez-vous .	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1b, D1c, E1a	Obj.1(B,C) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	2.8 Talk about the past and where one went, express how long ago things happened, use the verbs sortir, partir, dormir , use être with the passé composé of verbs of motion, use il y a + elapsed time, compare French and American parental attitudes, learn about Normandy, be aware of French camping options.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, D1a, D1b, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 3 – Bon appétit ! The learner will: 3.9 Discuss meals and table settings, talk about where to eat, order food in a café, ask for the bill, identify foods/beverages, discuss food preferences, be able to shop for food at a market, interact with vendors, ask prices, read authentic documents and read for information, use je voudrais, à/de to describe various foods, quantity expressions for foods, learn about where French people do their shopping.	I	D	M	R

I – Introduce
D – Develop
M – Master
R – Reinforce

**Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French II**

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
A1a, A1b, A1c, B1a, B1b, C1a, D1a, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	3.10 Talk about what one wants, can do, or must do, discuss quantities, make negative statements, read for pleasure, use the verbs vouloir, pouvoir, devoir , use the partitive articles de, du, de la , and de in negative statements, compare French/American supermarkets.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	3.11 Talk about what one is drinking, discuss purchases/preferences, discuss items in a general or specific sense, read for pleasure and develop cultural awareness, use the verb boire , use stem-changing verbs acheter, préférer, payer , choose appropriate article forms, learn about typical French beverages.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, D1a, D1c, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	3.12 Discuss quantities, what one can get, express obligations or necessity, talk about what one should buy or do, read a recipe, use quantity expressions + de + noun, use the adjective tout , the expression il faut + infinitive, learn how to prepare a croque-monsieur , be aware of the French numbering system for building floors.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 4 –Les loisirs et les spectacles The learner will: 4.13 Talk about entertainment/movies, discuss places to go/things to do with friends, extend, accept, and turn down invitations, read authentic realia and read for information, use frequency expressions, use pour + infinitive, use mais to connect an expression of regret with a reason for refusal, learn where French young people like to go in their free time, be aware of the kind of entertainment they prefer.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1b, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	4.14 Refer to oneself and to those one is addressing, ask for assistance or for a service, give orders, make/ respond to requests, be able to write a letter to a friend, read for pleasure and develop logical thinking, use object pronouns me, te, nous, vous , use verbs asking for a service, use object pronouns with declarative, imperative, infinitive constructions, learn about tourist attractions in Quebec City.	I	D	M	R

I – Introduce
D – Develop
M – Master
R – Reinforce

Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French II

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1b, D1c, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	4.15 Talk about people/places one knows, people/ things in the present and past, losing/finding things, read for pleasure, use the verb connaître , direct object pronouns le, la, les , talk about possessions, use direct object pronouns with the passé composé , become familiar with French record stores.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, D1a, D1b, D1c, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	4.16 Discuss what you like to read, talk about what people say, read, write, what one knows/does for others, read for pleasure, for information, to develop logical thinking, and to expand cross-cultural awareness, use the verbs dire, lire, écrire , identify types of reading material, use the indirect object pronouns lui/leur , use verbs followed by indirect objects, double object pronouns, the verb savoir and to distinguish between savoir/connaître , compare French/American phone keypads, develop cross-cultural awareness.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1b, D1c, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Cultural Photo Essay – Images du monde franco-phone : L’Amérique et la France d’outre-mer The learner will : Read about the French-speaking countries in the Americas, be aware of historical reasons for French influence in the Americas, learn about Quebec, the Acadians of Canada and Louisiana, overseas French departments and territories.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 5 – Les sports et la vie quotidienne The learner will: 5.17 Discuss individual sports and find out what sports his/her friends like, identify parts of the body and describe common pains/illnesses, read authentic realia for information, use the verb courir , the expressions faire de + sport, avoir mal à + part of the body , learn about what sports French people enjoy, and how French people keep in shape.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1b, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	5.18 Talk about location, time, where/when he/she practices sports, how often using adverbs of frequency, quantities, express opinions, read for pleasure and develop logical thinking, use the pronouns en, y , the verb croire , learn about sports French young people enjoy.	I	D	M	R

I – Introduce
D – Develop
M – Master
R – Reinforce

Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French II

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
A1a, A1b, A1c, B1b, C1a, D1a, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	5.19 Describe appearance and caring for one’s appearance, one’s daily routine, daily occupations, hygiene, personal care, read for pleasure, use definite articles with parts of the body, use reflexive verbs, reflexive verbs + definite articles + parts of the body, compare French and American daily routines.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, D1a, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	5.20 Give orders and give others advice, talk about the past and describe one’s routine activities in the past, talk and ask about future plans, read for pleasure, use the imperative of reflexive verbs, the passé composé of reflexive verbs, the infinitive of reflexive verbs, compare French and American daily schedules.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, D1a, D1b, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 6 – Chez nous The learner will: 6.21 Describe the location of his/her house/ apartment, identify rooms of the house, furniture, appliances, describe what his/her house/apartment looks like, make requests, read classified ads and ask about a rental, read authentic realia for information, use imperative forms, ask yes/no and information questions, be aware of what chez moi means to French people, learn what French houses look like.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1a, D1c, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	6.22 Describe where one lives, talk about the past, describe people or things in more detail, read for pleasure and develop logical thinking, use the verb vivre , review the passé composé , use the relative pronouns qui/que , learn about Montreal.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	6.23 Explain what he/she used to do in the past and when, describe where people were, ongoing past actions, read for pleasure/information, use the imperfect tense of regular verbs and être , contrast the imperfect and the passé composé , learn about French schools long ago.	I	D	M	R

I – Introduce
D – Develop
M – Master
R – Reinforce

**Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French II**

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
A1a, A1b, A1c, C1a, D1a, D1a, D1c, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	6.24 Give background information about specific past events, describe the circumstance of an event, talk about accidents, describe the past, read for pleasure, use the imperfect tense, contrast the imperfect and passé composé , compare French and American daily schedules.	I	D	M	R
A1a, A1b, A1c, B1a, B1b, C1a, D1a, D1a, D1b, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 7 – Soyez à la mode ! The learner will: 7.25 Describe clothing, jewelry, accessories, colors, fabric, design, materials, what people are wearing, talk about different types of clothing stores, shop for clothing and be able to talk with sales clerks, express opinions about size, looks, and prices, read a size chart, use adjectives, learn about how French people dress, compare French and American size charts.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1a, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	7.26 Ask about prices, indicate sequence and rank items in a series, describe people and things, actions and how things are done, read for pleasure and develop logical thinking, use cardinal/ordinal numbers, irregular adjectives, adverbs with –ment , learn about French department stores.	I	D	M	R
A1a, A1b, A1c, C1a, C1b, D1a, D1c, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	7.27 Express comparisons using descriptive adjectives, compare actions and how things are done, talk about when actions are done, express superlatives and say who or what is best, read for pleasure/information, use comparative adjectives/ adverbs, superlative forms, learn about where French people shop for clothing.	I	D	M	R
A1a, A1b, A1c, C1a, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	7.28 Ask for clarification, refer to specific items, read for pleasure and for information, use the interrogative pronoun lequel , use the demonstrative pronoun celui , learn about how French people dress.	I	D	M	R

I – Introduce
D – Develop
M – Master
R – Reinforce

Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French II

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
A1a, A1b, A1c, B1a, B1b, C1a, C1b, D1c, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Cultural Photo Essay - Images du monde franco-phone: L’Afrique The learner will : Learn about the French-speaking countries of Africa, be aware of historical and current French influence in West and North Africa, learn about the wide variety of indigenous cultures in French-speaking Africa, recognize the importance of African masks, read an example of African poetry.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, C1b, D1a, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 8 – Bonne vacances ! The learner will: 8.29 Talk about vacation plans, plan a camping trip, use geographical germs and identify countries, be able to use public transportation, buy tickets and check schedules, read a train schedule for information, use the verbs utiliser, transporter , definite articles with names of countries, learn about favorite French vacation destinations, be aware of les grandes vacances in August.	I	D	M	R
A1a, A1b, C1a, C1b, D1a, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	8.30 Talk about countries, describe actions/activities, read for pleasure and develop logical thinking, use prepositions with names of countries, use the verbs recevoir, apercevoir , the construction verb + infinitive, learn about favorite vacations plans of French young people.	I	D	M	R
A1a, A1b, A1c, B1b, C1a, D1a, E1a, E1b	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	8.31 Talk about the future, what will happen if certain conditions are met, use logical thinking when reading, the future tense with regular/irregular verbs, the future tense with si- and quand- clauses, learn about vacation plans of French young people.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, D1a, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	8.32 Talk about the past, what one would do under certain conditions, express polite requests, talk about hypothetical situations, read for pleasure and develop logical thinking, review the imperfect tense, use the conditional tense, the conditional with si- clauses, compare French and American train stations.	I	D	M	R

I – Introduce
D – Develop
M – Master
R – Reinforce

**Brownsville Independent School District
French Language Frameworks
Language Acquisition Scope and Sequence for French II**

TEKS	TAKS	Activities	French I	French II	French III Pre-AP	French IV AP
A1a, A1b, A1c, B1a, C1a, C1b, D1a, D1c, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	Unit 9 – Bonne route The learner will: 9.33 Talk about driving and getting a license, describe cars, be able to get a car serviced, read authentic documents for information, read and talk about rules of right of way, use the verbs conduire, suivre , compare French and American driving permits and regulations.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, D1a, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	9.34 Express how one feels about certain events, describe purpose and sequence, simultaneous actions and cause and effect, read for information, use the construction adjective + de + infinitive, preposition + de + infinitive, en + present participle, learn about kinds of French cars.	I	D	M	R
A1a, A1b, A1c, B1a, C1a, D1a, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	9.35 Express necessity or obligation, read for pleasure and develop critical thinking skills, use the subjunctive of regular verbs, subjunctive after il faut que , compare French and American driving habits.	I	D	M	R
A1a, A1b, A1c, C1a, D1a, D1c, E1a	Obj.1(B,C) Obj.2(B,D) Obj. 4(1B) Obj. 5(3B) Obj. 6(3B)	9.36 Express obligation and wishes, let others know what you want them to do, read for pleasure, use the subjunctive of irregular verbs, subjunctive after vouloir que , compare French and American driving habits.	I	D	M	R

I – Introduce
D – Develop
M – Master
R – Reinforce