



Platte County
HOME OF THE PIRATES

WORLD LANGUAGE CURRICULUM

SECONDARY EDUCATION

Board Approval Date: pending
May 2024

The Platte County School District curriculum is the result of a collaborative effort by K-12 educators across the district aligned to the Missouri Learning Standards (MLS) established by the Missouri Department of Elementary and Secondary Education (DESE). This two-year process is anchored in the work of Dr. Grant Wiggins (*Understanding by Design*) and Larry Ainsworth (*Rigorous Curriculum Design*). These curricular documents serve as the blueprint that guides the development of a guaranteed and viable learning experience for all students.

Following the two year development process, the Board of Education considers the work for approval in accordance with Board Policies IF- Curriculum Development and IIA- Instructional Materials.

Key Terms

Curriculum- Standards-based sequence of planned experiences where students practice and achieve proficiency in content and applied learning skills. The curriculum is the central guide for all educators as to what is essential for teaching and learning, so that every student has access to rigorous academic experiences. (Ainsworth & Wiggins)

Depth of Knowledge (DOK) - Indicated the highest level of cognitive complexity that would typically be assessed on a large scale assessment such as the state assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Instructional Material/Resource- A collection of materials (books, videos, activities, support documents, etc.) that bring the learning outcome identified in the district, curriculum to life in the classroom. Resources support student engagement as they work to achieve proficiency of the grade and course standards. Instructional resources are selected for use in the classroom by teachers using the *Three Lense approach* for resource selection (Rigor, Relevance, and Engagement).

Scope and Sequence- A sequenced plan, usually in chart form, with a range of instructional standards organized according to the successive levels at which they are taught.

Unpacked Unit of Study- A unit of study is a document that clearly delineates content and skills students are expected to know and be able to do upon mastery of the expectation.





6th GRADE WL CURRICULUM SCOPE AND SEQUENCE

Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
Black denotes "power" standards. Orange denotes "supporting" standards.			
Launching Unit			
Quarter 1	1-2 days	Establish classroom expectations and procedures.	
Unit 1: Culture			
Quarter 1	3 days	I can define culture.	To be completed during the 2024-2025 school year.
		I can describe different elements of culture.	
		I can describe my own culture.	
Unit 2: Exploring Spanish			
Quarter 1	2.5 weeks	I can compare and contrast the culture of a Spanish speaking country and my own.	To be completed during the 2024-2025 school year.
		I can identify Spanish speaking countries on a map.	
		I can identify, write, and say numbers 1-10 in Spanish.	
		I can identify, write, and say colors in Spanish.	
		I can exchange basic greetings in Spanish.	
		I can identify traditional foods, points of interest, and flags of Speaking speaking countries.	
Unit 3: Exploring French			
Quarter 1	2.5 weeks	I can compare and contrast French culture to my own.	To be completed during the 2024-2025 school year.
		I can identify, write, and say numbers 1-10 in French.	
		I can identify, write, and say colors in French.	
		I can exchange basic greetings in French.	
		I can identify a map of France and the surrounding countries.	
		I can recognize three famous landmarks in France and share information on each.	
Unit 4: Exploring Chinese			
Quarter 1	2.5 weeks	I can compare and contrast Chinese culture to my own.	To be completed during the 2024-2025 school year.
		I can locate China on a map.	
		I can identify, write, and say numbers 1-10 in Chinese.	
		I can write numbers 1-10 using Chinese characters.	
		I can recognize and identify colors in Chinese.	
		I can exchange basic greetings in Chinese.	
		I can explain the origins and customs of the Chinese New year.	
		I can identify three important sites in China.	
		I can write my name in Chinese.	

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7th GRADE WL CURRICULUM SCOPE AND SEQUENCE

Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
<i>Black denotes "power" standards. Orange denotes "supporting" standards.</i>			
Launching Unit			
Quarter 1	1 day	Establish classroom expectations and procedures.	
Unit 1: Spanish Cognates			
Quarter 1	1 week	I can identify cognates. I can identify false cognates. I can use suffixes to translate words. I can use cognates to translate sentences.	To be completed during the 2024-2025 school year.
Unit 2: Spanish Alphabet			
Quarter 1	1 week	I can identify, write, and say the Spanish alphabet. I can spell words using the Spanish alphabet and identify words spelled out using the Spanish alphabet. I can identify differences in pronunciation between the Spanish and English alphabet.	To be completed during the 2024-2025 school year.
Unit 3: Spanish Basics: Numbers, Colors, Days, Months, and Greetings			
Quarter 1	2 weeks	I can identify, write, and say numbers 1-20 in Spanish. I can identify, write, and say colors in Spanish. I can name the days of the week in Spanish. I can name the months of the year in Spanish. I can exchange greetings and salutations in Spanish. I can ask or answer basic information about myself and others such as name, age, and favorite color in Spanish.	To be completed during the 2024-2025 school year.
Unit 4: Spanish School			
Quarter 1	1.5 weeks	I can identify, write, and say classroom objects. I can ask for and provide school supplies. I can identify school subjects in Spanish. I can identify masculine and feminine definite articles. I can compare and contrast schools where the target language is spoken to my own.	To be completed during the 2024-2025 school year.
Unit 5: Spanish Verb To Be and Adjectives			
Quarter 1	1 week	I can identify, write, and say adjectives. I can identify and write the verb to be in singular forms. I can use adjectives and the verb to be to describe myself.	To be completed during the 2024-2025 school year.
Unit 6: Spanish House			
Quarter 1	1.5 weeks	I can identify, write, and say rooms and furniture in a house. I can label rooms and furniture in a house. I can translate phrases about rooms and furniture in a house. I can write about rooms of the house along with adjectives and the verb to be.	To be completed during the 2024-2025 school year.
Unit 7: Spanish Family			
Quarter 1	1 week	I can identify names of family members in Spanish. I can identify how family members are related to each other. I can translate phrases about family members. I can write descriptions of family members using one or two adjectives.	To be completed during the 2024-2025 school year.
Unit 8: French Cognates			
Quarter 2	1 week	I can identify cognates. I can identify false cognates. I can use suffixes to translate words. I can use cognates to translate sentences.	To be completed during the 2024-2025 school year.
Unit 9: French Alphabet			
Quarter 2	1 week	I can identify, write, and say the French alphabet. I can spell words using the French alphabet and identify words spelled out using the French alphabet.	To be completed during the 2024-2025 school year.



7th GRADE WL CURRICULUM SCOPE AND SEQUENCE

Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
		I can identify differences in pronunciation between the French and English alphabet.	
Unit 10: French Basics: Numbers, Colors, Days, Months, and Greetings			
Quarter 2	2 weeks	I can identify, write, and say numbers 1-20 in French.	To be completed during the 2024-2025 school year.
		I can identify, write, and say colors in French.	
		I can name the days of the week in French.	
		I can name the months of the year in French.	
		I can exchange greetings and salutations in French.	
		I can ask or answer basic information about myself and others such as name, age, and favorite color in French.	
Unit 11: French School			
Quarter 2	1.5 weeks	I can identify, write, and say classroom objects.	To be completed during the 2024-2025 school year.
		I can ask for and provide school supplies.	
		I can identify school subjects in French.	
		I can identify masculine and feminine definite articles.	
		I can compare and contrast schools where the target language is spoken to my own.	
Unit 12: French Verb To Be and Adjectives			
Quarter 2	1 week	I can identify, write, and say adjectives.	To be completed during the 2024-2025 school year.
		I can identify and write the verb to be in singular forms.	
		I can use adjectives and the verb to be to describe myself.	
		I can write a description of myself using adjectives and the verb to be.	
Unit 13: French House			
Quarter 2	1.5 weeks	I can identify, write, and pronounce rooms and furniture in a house.	To be completed during the 2024-2025 school year.
		I can label rooms and furniture in a house.	
		I can translate phrase about rooms and furniture in a house.	
		I can write about rooms of the house along with adjectives and the verb to be.	
Unit 14: French Family			
Quarter 2	1 week	I can identify names of family members in French.	To be completed during the 2024-2025 school year.
		I can identify how family members are related to each other.	
		I can translate phrases about family members	
		I can write descriptions of family members using one or two adjectives.	

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8th GRADE WL (Spanish and French) CURRICULUM SCOPE AND SEQUENCE

Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
Black denotes "power" standards. Orange denotes "supporting" standards.			
Launching Unit			
Quarter 1	1 week	Classroom procedures and building community	
Unit 1: Greetings, Salutations, and Colors			
Quarter 1	2 weeks	I can exchange greetings and salutations in the target language using polite rehearsed behaviors. I can ask and answer questions about myself (what my name is, how old I am, how I am feeling, and where I live). I can identify and write basic colors in the target language. I can explain the difference between formal and informal "you" form and when to use them. I can recognize the alphabet in the target language.	To be completed during the 2024-2025 school year.
Unit 2: Classroom Objects and Commands			
Quarter 1	2 week	I can ask questions to address my basic needs. I can understand simple commands and directions given by a teacher in a classroom. I can name or list items I see every day in a classroom. I can identify some traditional practices and tell how and why they are globalized, such as length of school day. I can use definite and indefinite articles appropriately and make them agree in gender and in number. [1] I can use "c'est" to present someone or something (French only). [3]	To be completed during the 2024-2025 school year.
Unit 3: Numbers 1-30			
Quarter 1	1 week	I can understand numbers up to 30. I can say numbers from 1-30.	To be completed during the 2024-2025 school year.
Unit 4: Geography			
Quarter 1	1 week	I can recognize some names of cities and countries on a map. I can name some countries and/or cities on a map when planning a trip. I can identify familiar landmarks and monuments and what they represent to people.	To be completed during the 2024-2025 school year.
Unit 5: Food			
Quarter 1	2 weeks	I can order food in a restaurant. I can find cognates of words in written texts. I can talk and write about what foods I eat at each meal. I can identify some traditional practices and tell how and why they are globalized, such as meal times. I can negate sentences using "ne ... pas" in French to say things I do not do or like (French only).	To be completed during the 2024-2025 school year.
Unit 6: Body and Health			
Quarter 1/2	2 weeks	I can translate sentences with the names of body parts and previously learned vocabulary. I can say if I feel well, so-so, sick, happy, or sad. I can label the parts of my body in the target language. I can correctly recognize, write, and say subject pronouns. I can recognize and conjugate the "to be" verbs in the singular present tense.	To be completed during the 2024-2025 school year.
Unit 7: Clothing			
Quarter 2	2 weeks	I can identify some traditional practices and tell how and why they are globalized, such as the way people dress. I can state what kind of clothing I am wearing and what clothes other people are wearing. I can select clothing that fits in with what others are wearing. I can use noun adjective agreement to describe clothing colors. I can say what color my clothes are and what colors other people are wearing.	To be completed during the 2024-2025 school year.
Unit 8: Weather and Seasons			
Quarter 2	2 weeks	I can describe the weather in the target language. I can identify the four seasons in the target language. I can describe what type of weather occurs in each season in the target language. I can use c'est to present someone or something (French only).	To be completed during the 2024-2025 school year.
Unit 9: Days and Months			
		I can state the date in the target language.	To be completed during the 2024-2025 school year.



8th GRADE WL (Spanish and French) CURRICULUM SCOPE AND SEQUENCE

Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
Quarter 2	2 weeks	I can identify, write, and recite the days and months of the year in the target language. I can say when my birthday is and ask someone when their birthday is in the target language.	To be completed during the 2024-2025 school year.
Unit 10: Leisure and Recreation			
Quarter 2	2 weeks	I can ask and answer questions about what activities I like and don't like to do. I can say some activities I do in different types of weather. I can find cognates of words in written texts. I can recognize a few individual words in a story that's read aloud. I can recognize a few individual written words in a paragraph. I can conjugate "to go" in the singular present tense.	To be completed during the 2024-2025 school year.

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Spanish Level I CURRICULUM SCOPE AND SEQUENCE

Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
<i>Black denotes "power" standards. Orange denotes "supporting" standards.</i> Launching Unit			
Quarter 1	1 week August	Building classroom community and classroom procedures.	
Unit 1: Mucho Gusto			
Quarter 1	4-5 weeks Sept.	I can use appropriate forms of address and greetings with a native target language speaker. I can exchange basic information about myself, including my name, age, and where I'm from and ask others about themselves as well. I can recognize names and titles when speakers are introduced I can understand greetings among peers and cultural differences. I can greet and take leave from a native speaker using polite rehearsed behaviors. In my own and other cultures I can identify greeting customs and idioms from different target language countries. I can understand people's names, ages, and/or origins and when people say what time it is. I can participate in introductions of people meeting for the first time I can identify false cognates and cognates.	To be completed during the 2024-2025 school year.
Unit 2: Al colegio			
Quarter 1	4-5 weeks Oct.	I can ask and answer questions about school-related items and where they are located. I can understand a conversation about school (classes, teachers, etc.). I can ask and answer simple questions about my classes and other school-related activities. I can ask others their names, their ages, where they are from, and/or other personal data. In my own and other cultures, I can compare educational practices. In my own and other cultures, I can compare celebrations and traditions.	To be completed during the 2024-2025 school year.
Unit 3: En la ciudad			
Quarter 2	4-5 weeks Nov.	I can ask and answer questions about future activities. I can ask and answer questions about food and eating in a restaurant. I can identify the names of some typical foods. I can follow simple instructions to order food at a restaurant. I can write about my favorite restaurant and what I eat and drink there. I can identify how, what, and why people eat what they do (focus on Mexico). I can speak appropriately when obtaining food in familiar situations, such as eating in a restaurant. I can act appropriately when obtaining food in familiar situations, such as eating in a restaurant. I can identify familiar landmarks and monuments and what they represent to people.	To be completed during the 2024-2025 school year.
Unit 4: La Familia y los Amigos			
Quarter 2 and 3	4-5 weeks Dec./Jan.	I can ask and answer questions with a friend about what activities we like or dislike and our preferences. I can participate in a conversation about my preferences and react to others (present tense verbs and gustar, ser, estar focus). I can describe my family members, their birthdays, their physical and character traits, and say what they like and dislike. I can speak about my hobbies and name activities I like to do in my free time. I can write about places where my family members and I like to visit. I can answer questions about my family/others and about how they are feeling. I can write about common activities people are doing or are going to do and what they like and dislike. I can recognize physical and character traits in a written conversation. I can describe and use short greetings and simple actions and express my feelings. I can write about my family members and label familiar people, places, and objects in pictures and posters. I can identify some artists and musicians, their styles and contributions. I can identify examples of sports and religion, and people's attitudes toward them. I can compare how people celebrate local and national holidays and festivals and practice ancient customs. I can identify family relationships, interactions, and naming practices.	To be completed during the 2024-2025 school year.
Unit 5: La rutina y la diversion			

Quarter 3	4-5 weeks Jan./Feb.	I can participate in a conversation about pastime preferences and react to others (exclamatory expressions added to conversations).	To be completed during the 2024-2025 school year.
		I can identify how people are feeling and recognize physical and character traits when they are described.	
		I can use different common words to express how I'm feeling, to express empathy, and tell where I am located.	
		I can write about the activities I like to do in my free time.	
		I can interpret a reading or conversation about activities.	
		I can understand a conversation between friends about making weekend plans and accept/decline an invitation.	
		I can tell the names of places I go to on the weekend and some activities that I enjoy.	
		I can participate in a conversation about planning a vacation to a target language country.	
		I can identify various holidays and celebrations in target language countries.	
Unit 6: Mi casa es su casa			
Quarter 4	4-5 weeks March	I can ask and answer questions about chores and obligations.	To be completed during the 2024-2025 school year.
		I can engage in a conversation about housing needs and preferences.	
		I can recognize a list of house features.	
		I can describe my ideal house and list chores.	
		I can write an email describing a visit to a friend's house.	
		I can describe typical housing styles and features.	
		In my own and other cultures, I can engage in a conversation about housing needs and preferences.	
		In my own and other cultures, I can compare ingredients and foods.	
		I can identify how, what, and why people eat what they do (focus on Venezuela and Colombia).	
I can identify differences and similarities in living spaces.			
Unit 7: Las diversiones de todo el ano			
Quarter 4	4-5 weeks April/May	I can participate in a conversation about pastime preferences and react to others (stem-changing verb focus).	To be completed during the 2024-2025 school year.
		I can identify some locations on a map by their names and landmarks.	
		I can recognize names of places, cultures, and people in an informational text.	
		I can interpret a written conversation.	
		I can recognize familiar words, character names and key words in a poem, advertisement, or story.	
		I can talk about the seasons of the year and what I like to do in each and the weather in each season.	
		I can write a list of the seasons of the year and what I like to do in each.	
		I can write about my hobbies, sports, and other leisurely activities.	
		I can identify how people use their free time and why.	
		I can consider how people think about the weather.	
		I can identify some traditional practices and show how and why they are globalized such as food and sports.	
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Spanish Level II CURRICULUM SCOPE AND SEQUENCE

Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
<i>Black denotes "power" standards. Orange denotes "supporting" standards.</i>			
Launching Unit			
Quarter 1	1 week August	Build Classroom Community Review concepts from Level 1	
Unit 1: La rutina diaria			
Quarter 1	4-5 weeks Sept.	I can name some common household chores I like and don't like. I can identify facts about daily life, routines, chores. I can talk about common daily activities and routine and also say who does the chores in my home. In my own and other cultures, I can identify some typical practices such as the routines of youth and adults, the distribution of chores among family members, and the duration of meals. I can complain about things I have to do / respond to someone's complaint. I can interpret the main idea in short fictional pieces and poems.	To be completed during the 2024-2025 school year.
Unit 2: Vamos de compras			
Quarter 2	4-5 weeks Oct.	I can ask when/what time something takes place/is open. I can ask what items cost. I can express my preferences for foods and where I like to purchase them. I can recognize familiar names of places and can recognize places, food, and clothing in a conversation or menu/advertisement. I can recognize familiar names and of places, foods, clothing items, and prices/payments during conversations. I can recognize names of places, cultures, and people in an informational text. I can use effective language when shopping for personal items. I can identify some typical products and tell how and why they are globalized, such as clothing and food. I can talk about and describe what people are wearing (size, fit, and describe accessories).	To be completed during the 2024-2025 school year.
Unit 3: La tecnología en la vida diaria			
Quarter 2	4-5 weeks Nov.	I can discuss how I use technology in everyday life. I can identify basic facts in dialogues and texts about the use of technology in target language speaking countries. I can interpret dialogues and spoken information about technology. I can identify which social networks are popular in target language countries. I can identify how free access to the Internet is provided. I can use technology to communicate in the future and past about activities and making plans. I can access the Internet using free Wi-Fi in a target language country. I can speak about landmarks and famous places in target language cities, regions, and countries. I can describe what I did yesterday.	To be completed during the 2024-2025 school year.
Unit 4: Vivir en salud			
Quarter 2/3	4-5 weeks Dec/Jan	I can exchange information about daily activities. I can exchange information with someone about health and symptoms. I can identify the main details in texts about target language communities and health services in the United States. I can identify the main details in a conversation about health and symptoms. I can identify popular superfoods. I can compare traditional home remedies for common maladies. I can act appropriately when shopping in markets, bodegas, shops, etc. I can identify specific information in a text about target language traditions and practices. I can describe my daily routine. I can describe a work of art or music genre.	To be completed during the 2024-2025 school year.
Unit 5: Vamos a la ciudad			
		I can exchange information about daily activities, places and activities, in a city, transportation, and give directions to a specific location. I can give simple directions to help a peer from a different culture reach a destination. I can give verbal instructions and ask for, and give directions.	



Spanish Level II CURRICULUM SCOPE AND SEQUENCE

			
Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
Quarter 3	4-5 weeks Jan./Feb.	I can exchange suggestions with a friend about what to do in different situations.	To be completed during the 2024-2025 school year.
		I can follow instructions to arrive at a place/use a metro map.	
		I can understand texts about places and activities in target language cities.	
		I can identify basic facts in dialogues about places and activities in a city.	
		I can identify the most popular places in a city.	
		I can identify differences in driving rules and attitudes toward transportation.	
		I can respect driving rules when traveling in the target language country.	
		I can follow a conversation in which someone helps someone who is lost find his/her way.	
		I can write about activities I enjoy in a city.	
Unit 6 - Diversion para todos			
Quarter 3/4	4-5 weeks March	I can exchange information about past activities in the target language and events with friends such as vacations and recent activities (using imperfect).	To be completed during the 2024-2025 school year.
		I can use technology to communicate to tell about past events using the imperfect tense.	
		I can answer questions about my favorite weekend activities.	
		I can interpret texts about recreational spaces in target language cities.	
		I can identify basic facts in a dialogue about recreational activities.	
		I can explain how individuals celebrate carnivals and Carnaval.	
		I can identify recreational spaces in cities.	
		I can use effective language in a recreational space in the city.	
		I use appropriate behaviors when going to recreational spaces in the city.	
I can talk about what life used to be like and my plans for the future.			
Unit 7: De compras			
Quarter 4	4-5 weeks April/May	I can describe the clothes I bought or that other people are wearing (using llevar in the imperfect tense).	To be completed during the 2024-2025 school year.
		I can exchange information about past activities in the target language about events with friends such as vacations and recent activities (using both preterite and imperfect).	
		I can order food in a restaurant and also act out the role of the waiter.	
		I can identify locations to buy clothes and how culture affects where people shop for clothes.	
		In my own and other cultures I can identify how traditional clothing represents a country's identity.	
		I can understand when others talk about their daily routine, what life used to be like or are recounting past events.	
		I can describe a work of art or music genre.	
		I can use effective language when purchasing clothes.	

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French Level I CURRICULUM SCOPE AND SEQUENCE

Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
<i>Black denotes "power" standards. Orange denotes "supporting" standards.</i> Launching Unit			
Quarter 1	1 week Aug.	Building classroom community and classroom procedures.	
Unit 1: Bonjour, tout le monde!			
Quarter 1	4-5 weeks Sept.	I can exchange basic information about myself, including my name, age, and where I'm from and ask others about themselves as well. I can recognize names and titles when speakers are introduced I can understand greetings among peers and cultural differences I can greet and take leave from a native speaker using polite rehearsed behaviors. I can use appropriate forms of address and greetings with a native TL speaker. I can participate in introductions of people meeting for the first time In my own and other cultures I can identify greeting customs and idioms from different TL countries. <i>I can identify cognates/false cognates.</i>	To be completed during the 2024-2025 school year.
Unit 2: Les loisirs			
Quarter 1	4-5 weeks Oct.	I can ask and answer questions with a friend about what activities we like or dislike and our preferences. I can participate in a conversation about my preferences and react to others. I can write about my hobbies, sports, and other leisurely activities. I can speak about my hobbies and name activities I like to do in my free time. I can write about common activities people are doing or are going to do and what they like and dislike. I can ask for / provide a phone number. I can make and respond to an invitation I can understand a conversation between friends about making weekend plans I can understand a conversation between individuals who are discussing their preferences and free time activities.	To be completed during the 2024-2025 school year.
Unit 3: À l'école			
Quarter 2	4-5 weeks Nov.	I can ask and answer questions about school-related items and where they are located. I can identify how people are feeling and recognize physical and character traits when they are described. I can understand a conversation about school (classes, teachers, etc.) I can ask and answer simple questions about my classes and other school-related activities. In my own and other cultures, I can compare educational practices. I can understand when people say what time it is I can write about places where my family members and I like to visit. I can recognize familiar names of places, foods, clothing items, and prices/payments during conversations. I can make a list of the places I go to on the weekend and some activities that I enjoy. I can exchange information about daily activities, places and activities, in a city. I can recognize names of places, cultures, and people in an informational text. <i>I can understand the use of the 24 hour clock.</i>	To be completed during the 2024-2025 school year.
Unit 4: Le week-end ensemble			
Quarter 2 and 3	4-5 weeks Dec./Jan.	I can ask and answer questions about future activities. I can interpret a reading or conversation about activities. I can ask and answer questions about food and eating in a restaurant. I can identify the names of some typical foods. I can follow simple instructions to order food at a restaurant. I can say which is my favorite restaurant and what I eat and drink there. I can write about my favorite restaurant and what I eat and drink there. I can identify how, what, and why people eat what they do. I can speak appropriately when obtaining food in familiar situations, such as eating in a restaurant. I can act appropriately when obtaining food in familiar situations, such as eating in a restaurant.	To be completed during the 2024-2025 school year.

Unit 5: Les gens que je connais			
Quarter 3	4-5 weeks Jan./Feb.	I can describe my family members, their birthdays, their physical and character traits, and say what they like and dislike.	To be completed during the 2024-2025 school year.
		I can write about my family members and label familiar people, places, and objects in pictures and posters.	
		I can identify family relationships, interactions, and naming practices.	
		I can identify various holidays and celebrations in target language countries.	
		I can compare how people celebrate local and national holidays and festivals and practice ancient customs.	
		I can identify how people are feeling and recognize physical and character traits when they are described.	
		I can interpret conversations about professions and careers.	
		I can discuss professions and jobs I find appealing.	
		I can use different common words to express how I'm feeling, to express empathy, and tell where I am located.	
Unit 6: La rue commerçante			
Quarter 4	4-5 weeks March	I can recognize familiar names of places and can recognize places, food, and clothing in a conversation or menu/advertisement.	To be completed during the 2024-2025 school year.
		I can identify some typical products and tell how and why they are globalized, such as clothing and food.	
		I can identify locations to buy clothes and how culture affects where people shop for clothes.	
		I can use effective language when purchasing clothes.	
		I can describe the clothes I bought or that other people are wearing.	
		I can speak appropriately when obtaining food in familiar situations, such as grocery shopping or eating in a restaurant.	
		I can identify the names of some typical foods.	
		I can express my preferences for foods and where I like to purchase them.	
		In my own and other cultures I can compare ingredients and foods.	
Unit 7: À la maison			
Quarter 4	4-5 weeks April/May	I can recognize a list of house features.	To be completed during the 2024-2025 school year.
		In my own and other cultures, I can identify some typical practices such as the duration of meals.	
		I can describe my ideal house.	
		I can write an e-mail describing a visit to a friend's house.	
		I can identify differences and similarities in living spaces.	
		I can describe typical housing styles and features.	
		I can discuss how I use technology in everyday life.	
		I can identify basic facts in dialogues and texts about the use of technology in TL-speaking countries.	
		I can interpret dialogues and spoken information about technology.	
In my own and other cultures, I can engage in a conversation about housing needs and preferences.			
Draft document pending BOE approval			



French Level II CURRICULUM SCOPE AND SEQUENCE

Quarter	Suggested Pacing	PCR3 determined Priority "Can Dos" (Essential Skills) derived from ACTFL standards and indicators	Assessment
<i>Black denotes "power" standards. Orange denotes "supporting" standards.</i>			
Launching Unit			
Quarter 1	2 weeks Aug.	Build Classroom Community Review concepts from Level 1-What do young people do in the summer in other cultures?	
Unit 1: À Paris			
Quarter 1	5 weeks Sept./Oct.	I can talk about the seasons of the year and what I like to do in each and the weather in each season. I can write a list of the seasons of the year and what I like to do in each. I can exchange information about my actions at locations within a city. I can identify basic facts in dialogues about places and activities in the city. I can write about activities I enjoy in a city. I can identify the most popular places in a city. I can exchange information about past activities and events with friends such as vacations and recent activities. I can describe what I did yesterday/other past events like trips. I can understand when others are recounting past events. I can identify familiar landmarks, monuments, and history and what they represent to people. I can describe a work of art or music genre. I can identify some artists and musicians, their styles and contributions.	To be completed during the 2024-2025 school year.
Unit 2: En forme			
Quarter 1	4-5 weeks Oct./Nov.	I can exchange information with someone about health and symptoms. I can identify the main details in a conversation about health and symptoms. I can exchange suggestions with a friend about what to do in different situations. I can identify initiatives to improve the community and protect the environment.	To be completed during the 2024-2025 school year.
Unit 3: Les grandes vacances			
Quarter 2/ Quarter 3	4-5 weeks Dec./Jan.	I can give simple directions to help a peer from a different culture reach a destination. I can exchange information about transportation, geographic locations, and give directions to a specific location. I can give verbal instructions, ask for, and give directions. I can follow instructions to arrive at a place / use a metro map. I can follow a conversation in which someone helps someone who is lost find his/her way. I can identify differences in driving rules and attitudes toward transportation.	To be completed during the 2024-2025 school year.
Unit 4: La vie quotidienne			
Quarter 3	4-5 weeks Jan./Feb.	I can identify facts about daily life, routines, chores. I can understand when others talk about their daily routine. I can talk about common daily activities and routine and also say who does the chores in my home. I describe my daily routine. In my own and other cultures I can identify some typical practices such as the routines of youth and adults, the distribution of chores among family members, and the duration of meals. In my own and other cultures, I can work with a friend to compare daily routines.	To be completed during the 2024-2025 school year.
Unit 5: Autrefois			
Quarter 3/ Quarter 4	4-5 weeks Feb./Mar.	I can talk about what life used to be like and my plans for the future. I can describe what I did yesterday and about my friend's past activities, life in past eras versus the present. I can discuss elements of rural life/the importance of agriculture in the past and today. I can interpret conversations about specialized professions and careers from the past. I can discuss specialized professions and jobs from the past that still exist today. I can ask and answer questions about the student experience at the university level. I can identify/compare simple educational values among cultures.	To be completed during the 2024-2025 school year.
Unit 6: Bon voyage et bonne route!			
		I can respect driving rules when traveling in target language country. I can discuss my stay in a target language speaking country. I can identify differences in driving rules and attitudes toward transportation.	

Quarter 4	4-5 weeks Apr./May	I can ask relevant questions at a hotel regarding my room, amenities, my stay, and my surroundings.	To be completed during the 2024-2025 school year.
		I can resolve an issue while traveling at the airport, such as lost luggage or an issue with my plane ticket.	
		I can understand signage and announcements at an airport, and follow the directions of airline staff.	
		I can understand descriptions regarding hotel amenities and trip itineraries.	
Draft document pending BOE approval			