FRENCH 1B CURRICULUM MAP

Unit/Topic:

Unit 0: Révision avec la Musique (Review with Music)

Time Frame/Pacing:

Quarter 1: August - September

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive:

- I can recognize when someone talks about family, school, music, genres, instruments, places, and hobbies that I enjoy
- I can identify the time that classes and other activities occur
- I can recognize cognates and borrowed words to determine contextual meaning
- I can understand the main idea of an infographic

Interpersonal:

- I can discuss preferences with a classmate
- I can exchange opinions with a friend about our likes and dislikes and why.
- I can ask and answer questions about family, school, places, and hobbies that I enjoy with a classmate

Presentational:

- I can introduce myself to others
- I can express an opinion about things in my life
- I can list the classes others and I take
- I can greet others
- I can talk/write about family, school, places, and hobbies that I enjoy

Cultural:

- I can respond to peers and adults in culturally appropriate ways.

Instructional Resources

- Authentic Infographics & Articles
- Authentic Videos & Songs
- Interactive Technology
- Visual Aids (Google Slides with images/vocabulary)
- Guided Notes
- Speaking Activities
- Information Gap Activities

- I can compare products, practices and perspectives in the francophone world with those in the United States.

Unit/Topic:

Unit 1 - Mon look (My look/fashion)

Time Frame/Pacing:

First Quarter - September - October

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive:

- I can IDENTIFY different types of clothing in an advertisement.
- I can shop for clothing on authentic French websites.
- I can MATCH a word or phrase in a headline to a supporting visual.
- I can IDENTIFY the descriptions of clothing items on an online fashion magazine.

Interpersonal:

- I can IDENTIFY (say) clothing, shoes and accessories.
- I can SAY the clothing, shoes and accessories that I and others wear.
- I can SAY what "my look" is.
- I can ANSWER simple questions about what clothing items I prefer.
- I can EXPRESS my opinion of clothing items.
- I can EXPRESS a few simple phrases to make a purchase in a clothing store.
- I can EXPRESS what size I wear.

Presentational:

- I can IDENTIFY (write) clothing, shoes and accessories.
- I can WRITE the clothing, shoes and accessories that I and others wear.
- I can WRITE the pattern, color or fabric of clothing that I or others

Instructional Resources

- Authentic Infographics & Articles
- Authentic Videos & Songs
- Interactive Technology
- Visual Aids (PowerPoints with images/vocabulary)
- Guided Notes
- Speaking Activities
- Information Gap Activities

wear.

- I can WRITE how clothing fits me and others.
- I can WRITE my opinion of the clothing I and others wear.

Cultural:

- I understand the similarities and differences between European currency and US currency.
- I can explain the French government mandated sales period.
- I know my clothing and shoe sizes in a French store.

Unit/Topic:

Unit 2 - Qu'est-ce que tu fais? (What do you do?/Activities)

Time Frame/Pacing:

Quarter 2: November - December

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive:

- I can identify what I and others do.
- I can match a word or phrase in a headline to a supporting visual.
- I can recognize cognates and borrowed words to determine contextual meaning.
- I can recognize when someone discusses the activities that they do.

Interpersonal:

- I can say/write what I and others like/can/want to do.
- I can say/write what I and others do.
- I can say/write how often I and others do activities.
- I can ask questions about what I and others do.
- I can talk about what I and others are going to do.

Instructional Resources

- Authentic Infographics & Articles
- Authentic Videos & Songs
- Interactive Technology
- Visual Aids (PowerPoints with images/vocabulary)
- Guided Notes
- Speaking Activities
- Information Gap Activities

Presentational:

- I can SAY/WRITE what I and others like/can/want to do.
- I can SAY/WRITE what I and others do.
- I can SAY/WRITE how often I and others do activities.
- I can ASK questions about what I and others do.
- I can talk about what I and others are going to do.

Cultural:

- I can RECOGNIZE some similarities and some differences between my typical activities and that of a French student.
- I can COMPARE activities from the target culture to my own.

Unit/Topic:

Unit 3 - Bon Voyage!

Time Frame/Pacing:

Quarter 3: January - March

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive:

- I can PURCHASE a plane ticket online or at a travel agency.
- I can CHOOSE a hotel online.
- I can RECOGNIZE the main idea/supporting details on an online travel website.
- I can MATCH a word or phrase in a headline to a supporting visual.
- I can IDENTIFY the weather on an authentic weather forecast.
- I can INTERPRET an online boarding pass.

Interpersonal:

- I can SAY what travel plans are needed to prepare for a trip.
- I can SAY what the weather is like.
- I can ASK how much a ticket costs.

Instructional Resources

- Authentic Infographics & Articles
- Authentic Videos & Songs
- Interactive Technology
- Visual Aids (PowerPoints with images/vocabulary)
- Guided Notes
- Speaking Activities
- Information Gap Activities

- I can SAY my nationality and the nationalities of others.
- I can SAY what activities I and others like to do on vacation.

Presentational:

- I can WRITE what travel preparations are needed to plan a trip.
- I can WRITE what I and others pack for our vacation.
- I can SAY what activities I like to do on vacation.
- I can WRITE/SAY what countries and cities I am going to.
- I can WRITE about my typical day on vacation.
- I can WRITE where places are located in an airport.

Cultural:

- I can discuss the cultural differences regarding the importance of vacationing to a French person compared to an American.
- I can purchase a ticket in a French travel agency in a culturally appropriate way.
- I can identify different francophone countries and cultural information about them

Unit/Topic:

Unit 4 - Allons au marché! (Let's go to the market!)

Time Frame/Pacing:

Quarter 4: April - May

Standards and Evidence of Learning (Learning Targets/I Can Statements)

Interpretive:

- I can IDENTIFY specialty stores by their signs.
- I can MATCH a word or phrase in a headline to a supporting visual.
- I can IDENTIFY food from an authentic grocery store advertisement.

Instructional Resources

- Authentic Infographics & Articles
- Authentic Videos & Songs
- Interactive Technology
- Visual Aids (PowerPoints with images/vocabulary)

- I can IDENTIFY authentic foods on a French menu.
- I can IDENTIFY food items and quantities on an authentic French recipe.

Interpersonal:

- I can SAY the specialty stores that I and others need to go to when shopping.
- I can SAY food items.
- I can SAY the quantity of food items that I and others need.
- I can EXPRESS what I would like to purchase in a market setting in a culturally appropriate way.
- I can SHARE a positive or negative reaction giving my opinion of foods.
- I can ASK how much money is needed to pay for my purchase.

Presentational:

- I can WRITE the specialty stores that I and others need to go to when shopping.
- I can WRITE the food items.
- I can WRITE the quantity of food that I and others need.
- I can WRITE a shopping list of what I need to buy.
- I can WRITE typical food items served at breakfast, lunch, snack and dinner.
- I can write my beverage choices.

Cultural:

- I can INTERACT with a shopkeeper in a culturally appropriate way.
- I can INTERACT with other shoppers in a culturally appropriate way.
- I can EXPLAIN the similarities and differences in a typical French meal compared to a typical American meal.
- I can EXPLAIN the similarities and differences regarding grocery shopping practices between France and the US.

- Guided Notes
- Speaking Activities
- Information Gap Activities

- I can EXPLAIN the importance of “le goûter” in France.
- I can EXPLAIN the importance of cheese in French culture.
- I can explain the similarities and differences between French and American school lunches