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Many units of this map come from the work of Lisa Shepard whose blog can be found at <http://madameshepard.com/>. Most units and accompanying documents are taken from her free website, while several units have been inspired by her work.

French I	Unit Title/ Timeframe: Bienvenue au français! September/October
Enduring Understandings	• Being able to introduce oneself and appropriately greet others is vital to communication. • Being able to ask and answer questions about one's immediate surroundings in French is vital in French class. • The Francophone world comprises many different countries and cultures on many different continents.
Essential Questions	• How do I interact with others in the target culture and in the French classroom? <u>Can-Do Statements</u> <u>Interpersonal Speaking</u> 1. I can greet my peers. 2. I can introduce myself to someone. 3. I can respond to yes/no questions about my school supplies. <u>Presentational Speaking</u> 1. I can recite words and phrases that I have learned. 2. I can count from 1-10. 3. I can say the date and the day of the week. 4. I can list the months and days of the week. 5. I can name the items in my backpack and the classroom. 6. I can state the names of familiar classroom objects in pictures using words or memorized phrases. 7. I can introduce myself to a group 8. I can recite short memorized phrases such as the date, my birthday, how I am, etc. <u>Presentational Writing</u> 1. ____ I can copy some characters or letters and words that I see on the wall or board, in a book, or on the computer 2. ____ I can write words and phrases that I have learned such as the date, greetings, school supplies and classroom objects. 3. ____ I can label classroom objects on a picture. <u>Interpretive Listening</u> 1. I can occasionally identify the sound of a word. 2. I can occasionally understand isolated words that I have memorized, particularly when accompanied by gestures or pictures.

	<u>Interpretive Reading</u> 1. I can recognize a few letters. 2. I can connect some words and phrases to their meanings
Common Core/ Massachusetts Standards/ AP Standards	Communication: Giving and getting names, greeting one another, asking how they are. Culture: Necessary school supplies in France /differences and similarities. Differences in how and when to greet someone in France. Formal vs. informal register. Common Core: SL 1. Initiate and participate effectively. SL 4. Present information, findings, and supportive evidence... SL 6. Adapt speech to a variety of contexts and tasks... R for Inform. 2. Determine a central idea of a text and analyze... R for Inform. 4. Determine the meaning of words and phrases... <u>AP Theme</u> Personal and Public Identities
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Directed notes: subject pronouns, alphabet and numbers, greetings/intro vocabulary, classroom vocabulary, prepositions of locations, the expression <i>il y a</i>, adjectives, accent marks, the irregular verb <i>avoir</i> and making things negative, indefinite articles and plural nouns. Supplemental: giving the date and day of the week; brief weather information. TPR: classroom commands; les gestes TI: extensive use of youtube and interactive learning websites for language Cooperative lessons: names, Realia: French paper, school supplies, etc.
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	CT/LS/CS/CI - Integrated Performance Assessment. Students will demonstrate attainment of the can-do statements in the three modes: Interpretive, Interpersonal, and Presentational. Formative Assessments will be given throughout the unit to assess comprehension and retention of vocabulary. CT/CI: Brochure: Sale for a pap��terie CS: Skits – greetings and intros; describe a celebrity
Major Resources	www.education.vic.gov.au/languagesonline/french/ Internet research – www.gibertjeune.fr

	Numerous youtube videos Handouts - alphabet pronunciation, numbers, dialogue, calendar, classroom objects
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French I	Unit Title/ Timeframe: What do you like to do? November
Enduring Understandings	My leisure activities are influenced by both my culture and my personal interests.
Essential Questions	How does what I do define who I am? How are my leisure activities the same as or different from those of French teens? What do leisure time activities tell us about the values of a culture? <u>Can-Do Statements</u> <u>Interpersonal Speaking</u> I can answer a variety of simple questions about what I like and dislike. I can tell someone what I like and dislike. I can ask simple questions about what others like. <u>Presentational Speaking</u> I can express my likes and dislikes such as favorite subjects, sports, or free-time activities. <u>Presentational Writing</u> I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. <u>Interpretive Listening</u> I can understand when someone talks about their favorite subjects, sports, or free-time activities using words that I have learned. <u>Interpretive Reading</u> I can recognize words for subjects, sports, and free-time activities that I have learned.
Common Core/ Massachusetts Standards/ AP Standards	Communication: Discuss activities in small groups; listening comprehension – summarize/report back to the class. Culture/Connections/Community: Dances, different activities for French teens, movies, etc. Common Core: SL 1. Initiate and participate effectively. SL 4. Present information, findings, and supportive evidence... SL 6. Adapt speech to a variety of contexts and tasks... R for Inform. 2. Determine a central idea of a text and analyze... R for Inform. 4. Determine the meaning of words and phrases... R for Inform. 5. Make strategic use of digital media in presentations.... (project on likes/dislikes with a friend) W 2 a. Write informative/ explanatory texts to examine and convey... AP Themes: Contemporary Life
Instructional Strategies*	Directed notes: aimer/adorer/détester; -er verbs; definite articles; contractions with à.

TI = Technology Integration ID = Interdisciplinary connections	Collaborative learning: read about and discuss teen activities TI: Télé-roman
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	CT, LS, CS, CI: Integrated Performance Assessment in which students demonstrate their attainment of the can-dos of the unit in the three modes of communication: Interpretive, interpersonal, and presentational. CT/CS/CI: Multimedia: presentation – Mes activités préférées
Major Resources	Authentic Infographics: http://www.franceinfo.fr/actu/societe/article/infographies-la-france-en-chiffres-loisirs-et-temps-libre-102235 http://www.lefigaro.fr/assets/infographie/print/1fixe/201435_loisirs_sondage.png http://apfvalblog.blogspot.com/2014/06/21-juin-la-fete-de-la-musique.html http://www4b.ac-lille.fr/~ecfg/download/questionnaire.pdf Authentic book for children: http://www.duplaisiralire.com/jeux/livre/kimi_livre.html Authentic tweets from students about their preferences Numerous youtube videos such as Troto

French I	Unit Title/ Timeframe: My family and our traditions December/January
Enduring Understandings	The value of family of universal, but its definition and structure can change depending on the time period and culture.
Essential Questions	Whom do I consider to be part of my family? How are families in the U.S. similar to or different from families in France?
Common Core/ Massachusetts Standards/ AP Standards	Communication: Students will be discussing their families and those of other people in groups, and writing about them. Adjectives, ages, what students like/love/hate to do and how often, use of possessive adjectives and the verb “to be”, asking questions. Connections/Comparisons/Culture: differences and similarities of family composition in France and the U.S. Common Core: SL 1. Initiate and participate effectively. SL 4. Present information, findings, and supportive evidence... SL 6. Adapt speech to a variety of contexts and tasks... R for Inform. 2. Determine a central idea of a text and analyze... R for Inform. 4. Determine the meaning of words and phrases... R for Inform. 5. Make strategic use of digital media in presentations.... (project on family tree) W 2 a. Write informative/ explanatory texts to examine and convey... AP Themes: Families and Communities/Social Relationships
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Direct instruction - teacher’s own family Interpretive - comprehension of videos, articles, children’s books and infographics Interpersonal - students interview their classmates numerous times to learn about their families, and how they describe them. TI (web)/ID (social sciences) : use of google classroom for access to resources, many videos, etc.
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills	CT, LS, CS, CI: Integrated Performance Assessment in which students demonstrate their attainment of the can-dos of the unit in the three modes of communication: Interpretive, interpersonal, and presentational. Project: Ma Famille – multimedia presentation (oral/written) CT/LS/CS/CI

CI = Collaborative/Independent Learning	
Major Resources	<u>Authentic Resources:</u> https://www.readinga-z.com/books/leveled-books/book/?id=110 http://wamiz.com/chiens/actu/infographie-animaux-de-compagnie-en-france-1446.html http://www.lecomparateurassurance.com/103333-infographie/106107-assurance-animaux-mutuelle-chien-chat-france

French I	Unit Title/ Timeframe: My School Experience February
Enduring Understandings	Education is a rite of passage for most students in the industrialized world.
Essential Questions	What is my experience at school? How is it similar or different from that of a student in France? In Morocco? Or in Haiti?
Common Core/ Massachusetts Standards/ AP Standards	Communication: Discussing scheduling information, including time, giving opinions Connections/Culture/Comparisons: School similarities and differences (structure of the day, transportation, extracurricular activities, etc.), differences in names of grades, when students specialize into disciplines, equivalencies of the baccalauréat and its competitiveness in contrast to the MCAS, grading differences (0-20). Common Core: SL 1. Initiate and participate effectively. SL 4. Present information, findings, and supportive evidence...

	SL 6. Adapt speech to a variety of contexts and tasks... R for Inform. 2. Determine a central idea of a text and analyze... R for Inform. 4. Determine the meaning of words and phrases... W 2 a. Write informative/ explanatory texts to examine and convey... AP Themes Families and Communities
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	TI: Research http://www.ac-paris.fr/serail/jcms/s2_101740/ee-lg-saint-louis-portail (Le Lycée Saint-Louis, à Paris) – compare and contrast Pair Interviews Vocabulary and Grammar: school subjects, days of the week, telling time, colors, numbers, school supplies; regular –re verbs
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	CT, LS, CS, CI: Integrated Performance Assessment in which students demonstrate their attainment of the can-dos of the unit in the three modes of communication: Interpretive, interpersonal, and presentational. Pair/share activities – discuss schedules, preferred activities, etc. – skit?? Students create their own schedule in French (<i>mon emploi du temps</i>) and answer questions about their school day, times, and opinions about their teachers and classes. CT, CS
Major Resources	Authentic school schedules and calendars Authentic images of students in classes and the exterior of schools Authentic video tour of a French school by a French student Internet research and web

French I	Unit Title/ Timeframe: Bon Appétit - Le Petit Déjeuner March
Enduring Understandings	What people eat for breakfast is culturally specific.
Essential Questions	How does what I eat reflect the values of my culture? <u>Can-do Statements:</u> Interpretive: I can understand a brief video of a description of what people eat for breakfast. I can comprehend authentic infographics about breakfast habits in France and Belgium. Interpersonal: I can talk about and write about what I typically eat for breakfast. I can compare and contrast what I eat to what is typically eaten in Belgium and France. I can talk and write about why I do or do not eat breakfast.
Common Core/ Massachusetts Standards/ AP Standards	Communication: Discussing breakfast foods, comparing/contrasting what a French person and American person eat for breakfast. Culture: What can I conclude about the French based on what they eat for breakfast and their breakfast habits? Common Core: SL 1. Initiate and participate effectively. SL 4. Present information, findings, and supportive evidence... SL 6. Adapt speech to a variety of contexts and tasks... R for Inform. 2. Determine a central idea of a text and analyze... R for Inform. 4. Determine the meaning of words and phrases... W 2 a. Write informative/ explanatory texts to examine and convey... AP Theme: Contemporary Life
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	TI: using google classroom to access authentic documents Cooperative: interpersonal conversations about typical breakfast in France and the US. ID: discussion of why it's important nutritionally to eat breakfast
Assessment Expectations for Student Learning	CT/LS/CS/CI - Integrated Performance Assessment in which students demonstrate their attainment of the can-dos of the unit in the three modes of communication: Interpretive, interpersonal, and presentational.

CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	Formative assessments on vocabulary recognition and cultural information
Major Resources	. https://karott.egnyte.com/h-s/20131217/d52725a0232f4e06 http://www.le-petit-dejeuner.fr/petit-dejeuner-americaain.php

French I	Unit Title/ Timeframe: Bon appétit! Les Repas - Meals March/ April
Enduring Understandings	What people eat for meals is culturally specific. .
Essential Questions	How does what I eat reflect the values of my culture? Interpretive: I can understand an article about food and dining habits in France. Interpersonal: I can talk and write about my mealtime preferences. I can talk and write about how often I eat certain foods. I can talk about and write about how I prefer to eat certain foods. I can talk and write about how lunch is different in France and the US.
Common Core/ Massachusetts Standards/ AP Standards	Communication: Ordering food in a restaurant; interacting with restaurant staff and one another over a meal. Connections/Comparisons/Culture: Place settings, chronological order of the meal, tipping and purchasing food, foods with French origin, culture surrounding eating with family/friends in France vs. in the USA. Common Core: SL 1. Initiate and participate effectively. SL 4. Present information, findings, and supportive evidence... SL 6. Adapt speech to a variety of contexts and tasks... R for Inform. 2. Determine a central idea of a text and analyze... R for Inform. 4. Determine the meaning of words and phrases... W 2 a. Write informative/ explanatory texts to examine and convey... AP Theme: Contemporary Life
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Cooperative TI: using google classroom to access resources, edpuzzle ID: Connections to Health – healthy eating habits and fast food

Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	CT/CS/CI/LS: Integrated Performance Assessment in which students demonstrate their attainment of the can-dos of the unit in the three modes of communication: Interpretive, interpersonal, and presentational. Formative assessments of vocabulary identification.
Major Resources	http://fr.wikimini.org/wiki/Banane http://www.marmiton.org/decouvrir/infographie-miam40 ce-que-vous-mangez-et-buvez-en-temps-reel.aspx http://jefouinetufouines.fr/2014/04/03/burger-graphic-histoire-du-hamburger/

French I	Unit Title/ Timeframe: Bon appétit! Les Restaurants May/June
Enduring Understandings	Restaurants and how to appropriately interact in a restaurant are dependent on the culture of where it is located.
Essential Questions	How do I dine out in France?
Common Core/ Massachusetts Standards/ AP Standards	Communication: Ordering food in a restaurant; interacting with restaurant staff and one another over a meal. Connections/Comparisons/Culture: Place settings, chronological order of the meal, tipping and purchasing food, foods with French origin, culture surrounding eating with family/friends in France vs. in the USA. Common Core: SL 1. Initiate and participate effectively.

	SL 4. Present information, findings, and supportive evidence... SL 6. Adapt speech to a variety of contexts and tasks... R for Inform. 2. Determine a central idea of a text and analyze... R for Inform. 4. Determine the meaning of words and phrases... W 2 a. Write informative/ explanatory texts to examine and convey... AP Theme: Contemporary Life
Instructional Strategies* TI = Technology Integration ID = Interdisciplinary connections	Directed notes: breakfast foods and drinks, lunch and dinner foods, café vocabulary, restaurant and tipping, etc. vocabulary, place setting items, the irregular verb <i>prendre</i>, the irregular verb <i>vouloir</i>, the imperative (familiar and formal). Role Playing ID: Culinary specialties of France TI: access to authentic resources via google classroom; Exploration of French menus in authentic French restaurants in Paris Many youtube videos of restaurant dialogues
Assessment Expectations for Student Learning CT = Critical Thinking LS = Literacy Skills CS = Communication Skills CI = Collaborative/Independent Learning	CT/CS/CI/LS: Integrated Performance Assessment in which students demonstrate their attainment of the can-dos of the unit in the three modes of communication: Interpretive, interpersonal, and presentational. Performance Assessment: Ordering food in a French restaurant
Major Resources	Authentic Infographics about eating out in France Authentic menus from France Podcasts and youtube videos of French restaurant dialogues Website of <i>Le Tour d'Argent</i>, a very famous restaurant in Paris and all of France.