

¹Conceptual Curriculum Map (CCM)

Content Area: World Language

French 41H

Unit 1 Ressentir et vivre	Long-Term Outcomes/Transfer Goals: TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> T.1- ...demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - ...interpret, analyze, and evaluate texts through a cultural lens in the target language. Global Competencies: CT.2 Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe 4-5 weeks	Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions. Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. Intercultural Communication: Students investigate their own and other cultures and make comparisons	Language and culture influence and form identity The coexistence of multiple cultures and its impact on society	The importance of common cultural heritage in the relationships between individuals and societies. To develop skills of asking and answering questions and creating conversations using the new vocabulary and photos

¹ WL - French 41H - Curriculum Map - Revised 6.22.22

	between products and practices to help them understand perspectives. Students can interact at a functional level in some familiar contexts.		
Unit 2 Habiter en ville	Long-Term Outcomes/Transfer Goals: TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> T.1- ...demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - ...interpret, analyze, and evaluate texts through a cultural lens in the target language. Global Competencies: CT.2 Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe 4-5 weeks (Finish end of Q.1)	Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions. Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. Intercultural Communication: Students investigate their own and other cultures and make comparisons	Environmental, political, and social issues challenge societies throughout the world The arts both challenge and reflect cultural perspectives	It is important to understand that the meaning of quality of life is determined by cultural influences It is crucial for language students to examine cultural comparison about the meaning of quality of life based on language representations.

	between products and practices to help them understand perspectives. Students can interact at a functional level in some familiar contexts.		
Unit 3 L'influence des mots	Long-Term Outcomes/Transfer Goals: TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> T.1- ...demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - ...interpret, analyze, and evaluate texts through a cultural lens in the target language. Global Competencies: CT.2 Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe 4-5 weeks	Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions. Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. Intercultural Communication: Students investigate their own and other cultures	The influence of media and social networks on our lives Developments in media technology and its impact on our lives	The impact of the media on the lives of people is influenced by culture. The importance of understanding how Ideas , viewpoints, perceptions are framed by media

	and make comparisons between products and practices to help them understand perspectives. Students can interact at a functional level in some familiar contexts.		
Unit 4 La valeur des idées	Long-Term Outcomes/Transfer Goals: TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> T.1- ...demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - ...interpret, analyze, and evaluate texts through a cultural lens in the target language. Global Competencies: CT.2 Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe 4-5 weeks (Finish end of Q.2)	Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions. Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. Intercultural Communication: Students investigate their own and other cultures and make comparisons	Tolerance or intolerance in our society today The various means to promote tolerance in our society	Tolerance and intolerance and the cultural influence. Negative and toxic views impact social harmony and create conflict

	between products and practices to help them understand perspectives. Students can interact at a functional level in some familiar contexts.		
Unit 5 La société en évolution	Long-Term Outcomes/Transfer Goals: TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> T.1- ...demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - ...interpret, analyze, and evaluate texts through a cultural lens in the target language. Global Competencies: CT.2 Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe 4-5 weeks	Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions. Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. Intercultural Communication: Students investigate their own and other cultures and make comparisons between products and	Traits of identity express themselves with regard to evolving circumstances The impact of globalization on our lives as individuals and as a society	The importance of understanding the impact of globalization on individuals and societies A comprehension and understanding of our changing lives due to globalization is a vital necessity

	practices to help them understand perspectives. • Students can interact at a functional level in some familiar contexts.		
Unit 6 Les générations qui bougent	Long-Term Outcomes/Transfer Goals: TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> T.1- ...demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - ...interpret, analyze, and evaluate texts through a cultural lens in the target language. Global Competencies: CT.2 Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe 4-5 weeks (Finish end of Q.3)	Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions. Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. Intercultural Communication: • Students investigate their own and other cultures and make comparisons between products and	The role of culture and language in shaping generational evolution Family evolution and relationships reflect current economic and social	<i>The impact and coexistence of multiple cultures on society</i> The importance of understanding how generational evolution and culture interact and evolve in the course of time

	practices to help them understand perspectives. • Students can interact at a functional level in some familiar contexts.		
Unit 7 Les sciences et la technologie	Long-Term Outcomes/Transfer Goals: TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> T.1- ...demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - ...interpret, analyze, and evaluate texts through a cultural lens in the target language. Global Competencies: CT.2 Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
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	- Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives. - Students can interact at a functional level in some familiar contexts.		
Unit 8 S'évader et s'amuser	Long-Term Outcomes/Transfer Goals: TRANSFER GOALS <i>Students will be able to independently use their learning to...</i> T.1- ...demonstrate cultural competence, appreciation for diversity, and a global mindset as they communicate with others in the target language. T.2 - ...interpret, analyze, and evaluate texts through a cultural lens in the target language. Global Competencies: CT.2 Students will be able to reflect on their own thinking when presented with alternative points of view, and revise and/or reconsider their thinking. CO: Students will be able to respectfully engage with others in constructive and critical dialogue, and take the initiative needed to accomplish a shared goal.		
	Standards	Conceptual Overview	Rationale
Focus & Timeframe 4-5 weeks (Finish end of Q.4)	Interpretive Communication: Students understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed. Interpersonal Communication: Students can participate in spontaneous spoken, written, or signed conversations on familiar topics, creating sentences, and series of sentences to ask and answer a variety of questions. Presentational Communication: Students can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language. Intercultural Communication:	The benefits entertainment, the arts and sports have on the well being of people The connection between well being and quality life offered by the arts, sports and entertainment	The importance of understanding the beneficial influence of entertainment, the arts and sports on the well being of people.

	• Students investigate their own and other cultures and make comparisons between products and practices to help them understand perspectives. • Students can interact at a functional level in some familiar contexts.		
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