



World Languages Department French Curriculum Map Levels 1-AP
French Level 2- Proficiency Level Goal: Novice-High to Intermediate-Low
 See Georgia Virtual for resources
 AP Speaking Goal: 1 minute

AP Theme & Time Frame	Topics	Grammar points	Resources	Cultural Comparison	Teaching and Learning Standards
Personal & Public Identities 4 weeks (Year Long Course) 4 weeks (4 x 4 Block)	Geography Nationalism Patriotism (see key terms on Ga Virtual)	Passe compose Imperfect Light intro of passe simple Imperatif/directions Reflexive verbs Stem changing verbs Superlatives & comparisons Direct & indirect objects Adverbs		Explain difference between region & department AND compare to US states/territories. Why are there French speaking countries globally?	MLII.IP Communication: Interpersonal a. Greet, respond to greetings, and say farewell to others in formal and informal settings. d. Discuss basic ideas from reading selections, songs and videos from the target language. e. Write short, organized compositions, using visual and technological support as appropriate. MLII.INT Communication: Interpretive a. Understand and follow instructions in the target language related to daily classroom activities. c. Identify main ideas and essential details when reading and/or listening to messages in songs, videos, announcements or advertising in the target language. d. Understand the content of items from the target countries (Example: Explaining what is on a receipt or menu from a target country) MLII.CCC Comparisons: Language a. Demonstrate an awareness of formal and informal forms of greeting, leave takings, and expressions of politeness in the target culture and apply these in real settings.
Family & Community 7 weeks (Year Long Course) 3 weeks (4 x 4 Block)	House & chores Daily routine Extended families in Africa Nonstandard families	partitive Futur & conditionnel (light introduction) Prepositions of place AP transition words	Fairy tales	Comparing family structures in francophonie & US. Gender roles in household chores	MLII.IP Communication: Interpersonal b. Give and follow instructions in order to participate in classroom and/or cultural activities. c. Ask and answer questions on familiar topics (family, school, routine, places I go to, etc.) f. Share basic opinions, preferences, and feelings about my everyday life (routine, clothes, shopping, house, childhood, chores). g. Exchange basic information in the present, "futur, conditionnel, and subjunctive" tenses in French using simple sentences. MLII.INT Communication: Interpretive b. Recognize and understand oral and written statements that I have learned for specific purposes (family, house, chores, clothing, shopping, childhood and routines). e. Report out the content of brief, written messages and short personal notes on familiar topics such as family, school events, and celebrations. MLII.P Communication: Presentational b. Dramatize short reading selections or create and present short skits on familiar topics (learned in level I and level II). c. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentation including proper pronunciation, intonation, and writing mechanics. (Example: agreement, word order, verb conjugation, punctuation) MLII.CU Cultures: Practices a. Use formal and informal forms of address appropriately in rehearsed situations.

					<p>b. Participate in age-appropriate cultural activities.</p> <p>d. Identify similarities and differences between my own culture and one or more cultures from the target language.</p> <p>e. Discuss cultural generalizations and stereotypes.</p> <p>Comparisons: Cultural</p> <p>b. Compare daily routines in the target cultures to my own.</p> <p>c. Compare celebrations in the target cultures to my own.</p> <p>d. Compare and contrast the role and importance of family in the target cultures to my own.</p>
<p>Contemporary Life</p> <p>7 weeks (Year Long Course)</p> <p>2 weeks (4 x 4 Block)</p>	<p>Shopping (what you buy where)</p> <p>Transportation Y & en</p> <p>Around town</p>		<p>Fairy tales</p>	<p>Shopping comparisons</p> <p>Getting drivers license</p> <p>Views on public transportation</p> <p>Comparing adolescents' behaviors in France vs US.</p>	<p>MLII.P Communication: Presentational</p> <p>b. Dramatize short reading selections or create and present short skits on familiar topics (learned in level I and level II).</p> <p>c. Demonstrate Novice-Mid to Novice-High proficiency in oral and written presentation including proper pronunciation, intonation, and writing mechanics. (Example: agreement, word order, verb conjugation, punctuation)</p> <p>MLII.CU Cultures: Practices</p> <p>c. Identify and analyze cultural practices from authentic materials such as videos and news articles.</p> <p>d. Identify similarities and differences between my own culture and one or more cultures from the target language.</p> <p>e. Discuss cultural generalizations and stereotypes.</p> <p>MLII.CCC Comparisons: Cultural</p> <p>a. Compare games, stories, or rhymes from my childhood to those in the target language</p> <p>b. Compare daily routines in the target cultures to my own.</p>
<p>Beauty & Aesthetics</p> <p>7 weeks (Year Long Course)</p> <p>4 weeks (4 x 4 Block)</p>	<p>Art adjectives & adverbs</p> <p>Images that represent culture</p> <p>How does this make you feel?</p> <p>Fashion & clothing</p> <p>Museum tours (see GA Virtual)</p> <p>Stereotypes (See Ga Virtual)</p>		<p>La chambre a Arles</p> <p>Nearpod virtual tour</p>	<p>La Mariane vs Lady Liberty</p> <p>Gender roles: Coco Chanel & pants for women. US male rappers who wear skirts</p>	<p>MLII.CU Cultures: Products</p> <p>a. Identify and analyze cultural products found in literature, new stories, and films which reflect the lifestyle of the people of the target culture.</p> <p>b. Recognize and give simple reasons for the contributions in areas such as art, music, film, fashion or science from the target cultures.</p> <p>MLII.CCC Comparisons: Language</p> <p>b. Recognize cognates and idioms and analyze similarities and differences between the target language and my own language.</p> <p>c. Identify and explain the differences and similarities between the sound and writing systems of English and the target language.</p> <p>d. Recognize the similarities and differences of English grammar and the grammar of the target language (Example: gender, word order, other).</p> <p>MLII.CCC Comparisons: Cultural</p> <p>c. Compare celebrations in the target cultures to my own.</p>
<p>Science & Technology</p> <p>7 weeks (Year Long Course)</p> <p>3 weeks (4 x 4 Block)</p>	<p>Navigating a computer</p> <p>Recent past</p> <p>En train de</p> <p>Social media</p>			<p>Internet habits in Francophonia (rural vs. urban, etc)</p> <p>Privacy / oversharing on social media</p>	<p>MLII.CCC Connections: Making Connections</p> <p>a. Demonstrate an understanding of basic concepts shared by other subject areas (Example: Use Geography knowledge to describe and compare key characteristics of countries where the language is spoken).</p> <p>b. Expand my understanding of topics studied in other subject areas. (Example: Report on and evaluate the effectiveness of efforts to care for the environment in the target countries)</p> <p>MLII.CCC Connections: Diverse Perspectives</p> <p>a. See the similarities and differences between another culture and my own. (Example: Research how major figures in History , Science, or Art are viewed in the target countries and use the information to expand your knowledge)</p>

					b. Identify a current event article or broadcast in the target language and compare it to the same type of event in the United States.
Global Issues 4 weeks (Year Long Course) 2 weeks (4 x 4 Block)	Healthcare (global access) Going to the doctor		D'Accord reading on pharmacies, doctors, etc.	Pharmacy differences	MLII.CCC Comparisons: Cultural b. Compare daily routines in the target cultures to my own. MLII.CCC Communities: School and Global a. Perform in the target language on topics relevant to the real world for my classroom or my community. b. Communicate in the target language in a limited manner with people outside of the classroom. (Example: e-mail, video chat, instant messaging, shared video clips). c. Identify professions which require proficiency in the target language and discuss the steps needed to become a professional in a field that requires the ability to communicate in the target language. MLII.CCC Communities: Lifelong Learning a. Set specific and attainable goals to monitor and reflect on my progress as I learn to communicate in the target language. b. Attend or view cultural events and social activities that relate to the target language and culture. c. Explore the Internet to find sites of personal interest where I can use the language I am learning and maintain my communication skills. d. Collaborate and create products such as skits, performances, or short films on familiar topics/ or prepare cultural foods, for enjoyment in the community.