



World Languages Department French Curriculum Map Levels 1-AP

French Level 1- Proficiency Level Goal: Novice-Mid to Novice-High

See Georgia Virtual for resources

AP Speaking Goal: 30-second cultural comparison

AP Theme & Time Frame	Topics	Grammar points	Resources	Cultural Points	Teaching and Learning Standards
<p>Personal & Public Identities</p> <p>4 weeks (Year Long Course)</p> <p>4 weeks (4 x 4 Block)</p>	<p>Greetings Informal/Formal address</p> <p>Descriptions of self & others</p> <p>Nationalities/Geography</p> <p>Salutations & Greetings</p> <p>Numbers & alphabet</p> <p>Pronunciation</p> <p>Likes, dislikes, preferences</p>	<p>Present tense of:</p> <p>Etre</p> <p>Avoir</p> <p>Aller</p> <p>Faire</p> <p>RE, IR, ER verbs</p> <p>Noun /adjective agreement (regular & selected irregular/patterns of adjectives)</p> <p>Definite, indefinite, partitive articles</p>		<p>Formal & informal register</p> <p>Courtesy expressions (greeting people when you shop, saying hello when you approach people)</p>	<p>MLI.IP Communication: Interpersonal</p> <p>a. Greet others and respond to greetings in a formal and informal setting.</p> <p>b. Share my likes and dislikes.</p> <p>c. Make simple requests.</p> <p>d. Obtain and give information in the present tense.</p> <p>e. Demonstrate basic geographical knowledge of the target countries.</p> <p>f. Talk about and describe some of the cultural customs and traditions of the target countries in English.</p> <p>MLI.CU Cultures: Practices</p> <p>a. Use formal and informal forms of address in rehearsed situations.</p> <p>MLI.CCC Comparisons: Language</p> <p>a. Demonstrate an awareness of formal and informal forms of greetings, farewells, and expressions of courtesy in the target language and compare it to my own.</p> <p>b. Show awareness of cognates and use cognates to expand my knowledge of the target language.</p> <p>c. Identify differences and similarities between the sound and writing systems of English and target language.</p> <p>MLI.CCC Comparisons: Cultural:</p> <p>b. Identify differences and significance of gestures. Example: handshakes or other body gestures that express meaning.</p>
<p>Family & Community</p> <p>7 weeks (Year Long Course)</p> <p>3 weeks (4 x 4 Block)</p>	<p>School (subjects, supplies, classroom routine/commands)</p> <p>Time & calendar</p> <p>Weather</p> <p>Family, friends and professions</p>	<p>Adverbs of frequency</p> <p>Adverbs of quality</p> <p>Simple prepositions</p> <p>Possession with de</p> <p>Comparisons</p> <p>Futur proche</p> <p>C'est vs il est</p>	<p>Chart for types of unions</p> <p>Entre les Murs movie (need to identify resources)</p> <p>Train schedule for time practice</p> <p>Hours of operation</p> <p>Lunch break business closing times</p>	<p>Lunch comparisons</p> <p>Grading system (20 vs 100 points)</p> <p>recre</p> <p>School schedule comparisons/system</p> <p>Zone vacations</p>	<p>MLI.IP Communication: Interpersonal</p> <p>g. Communicate basic information about myself and people I know.</p> <p>h. Communicate basic information about my everyday life (time, dates, weather, body parts, meals, school, and family).</p> <p>i. Respond to basic who, what, when, where, and why questions.</p> <p>MLI.INT Communication: Interpretive</p> <p>a. Understand simple instructions in the target language related to daily classroom activities.</p> <p>b. Understand simple oral and written statements that I have learned for specific purposes (time, dates, weather, body parts, meals, school, and family).</p> <p>MLI.CCC Comparisons: Cultural:</p> <p>a. Compare games, stories, or rhymes from my childhood to those in the target language.</p>
<p>Contemporary Life</p> <p>7 weeks (Year Long Course)</p>	<p>Sports & leisure</p> <p>Meals & cafe dining</p> <p>Around town</p>	<p>Prepositions of place</p> <p>AP transition words</p>		<p>Breakfast/meals comparison</p> <p>Popular sports/activities in francophonia & US</p>	<p>MLI.INT Communication: Interpretive</p> <p>c. Read and listen to descriptions and identify images that match the descriptions.</p> <p>d. Understand brief written or spoken messages in songs, videos, announcements or advertising.</p>

2 weeks (4 x 4 Block)				Currency	<p>e. Understand the content of simple items from the target countries. (Example: Explaining what is on a receipt or menu from a target country)</p> <p>MLI.P Communication: Presentational</p> <p>a. Create and present short personal descriptions.</p> <p>b. Dramatize short reading selections or create and present short skits.</p> <p>c. Prepare and present simple information about something I learned using words, phrases, and memorized expressions.</p> <p>MLI.CCC Comparisons: Cultural:</p> <p>a. Compare games, stories, or rhymes from my childhood to those in the target language.</p> <p>c. Compare celebrations in the target cultures to my own.</p> <p>d. Compare meal time in my culture and the target cultures.</p>
<p>Beauty & Aesthetics</p> <p>7 weeks (Year Long Course)</p> <p>4 weeks (4 x 4 Block)</p>	<p>Clothing & colors</p> <p>Descriptions of people & opinions</p>			<p>Stereotype: French clothing stereotypes</p> <p>Describe art with circumlocution.</p> <p>In English: identify how are expresses the culture of the artists.</p> <p>Create art piece that you can describe</p>	<p>MLI.CU Cultures: Practices</p> <p>b. Participate in age-appropriate cultural activities.</p> <p>c. Identify cultural practices from authentic materials such as videos or news articles.</p> <p>MLI.CU Cultures: Products</p> <p>a. Recognize products and symbols of the target cultures.</p> <p>b. Listen to and/or read short poems, stories, plays, songs from the culture, and identify the author/musician and country of origin.</p> <p>c. Identify art and crafts typical of the target cultures.</p> <p>MLI.CCC Communities: Lifelong Learning</p> <p>a. Participate in sports or games from the culture.</p> <p>b. Participate in events or celebrations of the target cultures. MLI.CU1B</p> <p>c. Create products such as skits, performances, or short films on familiar topics/ or prepare cultural foods, for enjoyment in the community.</p>
<p>Science & Technology</p> <p>7 weeks (Year Long Course)</p> <p>3 weeks (4 x 4 Block)</p>	<p>Weather</p> <p>Aqueduct & geography</p> <p>Populations comparisons of francophonía</p> <p>French text lingo</p> <p>Parts of the computer / commands</p> <p>Communication preferences (do you like to text or call? Or email or in person?)</p>		24 hour clock	<p>Metric vs celsius conversions</p> <p>Money conversions</p>	<p>MLI.CCC Connections: Making Connections</p> <p>a. Demonstrate an understanding of basic concepts shared by other subject areas. (Example: Use Science knowledge and skills to record daily temperatures and weather and give reasons for temperatures based on location)</p> <p>b. Expand my understanding of topics studied in other subject areas. (Example: Give oral or written presentations in the target language on topics being studied in other classes)</p> <p>MLI.CCC Connections: Diverse Perspectives</p> <p>a. See the similarities and differences between another culture and my own. (Example: View websites of schools in where target language is spoken, identify schedules, courses, etc. and compare information schools in our community)</p> <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.</p>
Global Challenges	Types of global challenges				<p>MLI.CCC Comparisons: Language</p> <p>b. Show awareness of cognates and use cognates to expand my knowledge of the target language.</p>

<p>4 weeks (Year Long Course)</p> <p>2 weeks (4 x 4 Block)</p>	<p>(overpopulation, global warming, extinction, girls right, education, etc)</p> <p>Giving opinions about which issues are important/not</p>				<p>MLI.CCC Comparison: Cultural c. Compare celebrations in the target cultures to my own.</p> <p>MLI.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).</p> <p>MLI.CCC Communities: Lifelong Learning a. Participate in sports or games from the culture. b. Participate in events or celebrations of the target cultures. c. Create products such as skits, performances, or short films on familiar topics/ or prepare cultural foods, for enjoyment in the community.</p>
<p style="text-align: center;">General Resources for daily practice</p> <p>RFI Journal en français facile TV5 Enseigner Jde.fr 1jour1actu News articles with simple questions (Qui, pourquoi) newseum.org</p>					

