



# **French 1B**

<b>Grade(s):</b>	<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5	<input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> Other _____
<b>Discipline/Course:</b>	<b>Discipline:</b> World Languages <b>Course:</b> French 1B		
<b>Course Title:</b>	French 1B		
<b>Prerequisite(s):</b>	French 1A		
<b>Course Description:</b> <i>Program of Studies</i>	In this engaging continuation of the beginning-level course, students will learn to communicate using familiar words and phrases around themes such as family, food, and leisure time. Students will understand simple texts, stories, and signs, with the help of visuals and background knowledge. Students will also practice making inferences and writing short messages, lists, and notes using easy, memorized sentences. By the end, students will feel more confident expressing themselves and understanding others in everyday situations.		
<b>Course Essential Questions:</b>	<ul style="list-style-type: none"> <li>● What makes a family?</li> <li>● What attributes and interests can family members have?</li> <li>● What influences my choices of food?</li> <li>● How does culture contribute to local cuisine?</li> <li>● How do leisure activities, sports, and music bring people together in different cultures?</li> <li>● What impact does regional weather have on daily life?</li> </ul>		
<b>Course Enduring Understandings:</b>	<ul style="list-style-type: none"> <li>● Family structure and expectations are shaped by cultural norms.</li> <li>● Individuals and families may not always look the same in all cultures.</li> </ul>		

	<ul style="list-style-type: none"> <li>• The foods we eat reflect their people, culture, geography, and available resources.</li> <li>• Students across the world enjoy similar and different extracurricular activities that are important to their identity.</li> <li>• The concept of leisure time varies from culture to culture</li> </ul>	
<b>Duration: Credit:</b>	<input type="checkbox"/> Semester <input checked="" type="checkbox"/> Full-Year	<input type="checkbox"/> 0.5 Credit (s) <input checked="" type="checkbox"/> 1.0 Credit(s) <input type="checkbox"/> 1.5 Credit(s) <input type="checkbox"/> N/A
<b>Course Materials/Resources:</b>	EntreCultures Level 1	
<b>FPS Course Academic Expectation(s):</b>	<input type="checkbox"/> Exploring and Understanding (EU) <input checked="" type="checkbox"/> Synthesizing and Evaluating (SE) <input type="checkbox"/> Creating and Constructing (CC) <input checked="" type="checkbox"/> Conveying Ideas (CI) <input type="checkbox"/> Collaborating Strategically (CS) <input type="checkbox"/> Using Communication Tools (UCT)	
<b>Year at a Glance (Units):</b>	<b>Unit 1</b> - La vie en famille (Family Life ) (~ 12-14 weeks) <b>Unit 2</b> - Bon appétit (Enjoy Your Meal ) (~ 10-12 weeks) <b>Unit 3</b> - Le temps libre (Leisure Time ) (~ 14-16 weeks)	

<b>Unit Number and Title:</b>	<b>Unit 1 - La vie en famille (Family Life)</b>
<b>Duration:</b>	~ 12-14 weeks
<b>Resource(s):</b>	EntreCultures Level 1, Unit 3
<b>Unit Overview:</b>	Students will discuss the people who make up a family and describe those family members.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What makes a family?</li> <li>● What attributes and interests can family members have?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Family structure and expectations are shaped by cultural norms.</li> <li>● Individuals and families may not always look the same in all cultures.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● family member vocabulary.</li> <li>● adjectives to describe people.</li> <li>● numbers 70-100.</li> <li>● occupations.</li> <li>● family relationships.</li> <li>● possessive Adjectives (my, your, his/her, our, their).</li> <li>● noun/Adjective Agreement.</li> <li>● question Words.</li> <li>● present tense forms of to be “être.”</li> <li>● present tense forms of “avoir” to express age and to describe hair and eyes.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● talk about and describe their family members.</li> <li>● ask questions about other people’s families.</li> <li>● discuss what their family members do for a living.</li> <li>● interpret charts, graphs, images, and videos to learn about family life and activities in the French-speaking world.</li> <li>● interact with others in French by exchanging information about home and family life.</li> <li>● present information about what home, family, or friends mean to them.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 2 - Bon appétit (Enjoy your meal)</b>
<b>Duration:</b>	~ 10-12 weeks
<b>Resource(s):</b>	EntreCultures Level 1, Unit 4
<b>Unit Overview:</b>	Students will learn about common food items and typical meals in francophone countries as they discuss which foods they enjoy and which foods are included in healthy lifestyles.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● What influences my choices of food?</li> <li>● How does culture contribute to local cuisine?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● The foods we eat reflect its people, culture, geography, and available resources.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● common foods and drinks.</li> <li>● typical meals in francophone countries.</li> <li>● the partitive articles to express quantities of food.</li> <li>● the verb “prendre.”</li> <li>● the verb “boire.”</li> <li>● negative expressions ne...pas, ne...plus, ne...jamais.</li> <li>● numbers up to 1000.</li> <li>● expressions with avoir (faim, soif, besoin de, envie de).</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● share opinions about food preferences and food purchases.</li> <li>● discuss typical meals and meal times.</li> <li>● talk about foods they want and need.</li> <li>● tell the price of foods.</li> <li>● talk about what they don’t eat.</li> <li>● express negations with ne... pas, ne... plus, and ne... jamais.</li> <li>● share opinions and habits about food preferences and food purchases.</li> <li>● interpret photographs, videos, advertisements, infographics, blogs, and menus to understand food choices and culinary customs.</li> <li>● investigate and interact with others about healthy food choices.</li> </ul>

<b>Unit Number and Title:</b>	<b>Unit 3 - Le temps libre (Leisure time)</b>
<b>Duration:</b>	~ 14-16 weeks
<b>Resource(s):</b>	EntreCultures Level 1, Unit 5
<b>Unit Overview:</b>	Students will discuss a variety of leisure activities, such as sports and music. They will also discuss how the weather influences their choice of activities and what clothing is necessary for those activities.
<b>Learning Goals</b>	
<b>Standard(s):</b>	<p><b>Communication (Interpretive, Interpersonal, Presentational)</b></p> <ul style="list-style-type: none"> <li>● Interpersonal Communication (Standard 1.1)</li> <li>● Interpretive Communication (Standard 1.2)</li> <li>● Presentational Communication (Standard 1.3)</li> </ul> <p><b>Cultures (Relating Cultural Practices &amp; Products to Perspectives)</b></p> <ul style="list-style-type: none"> <li>● Relating Cultural Practices to Perspectives (Standard 2.1)</li> <li>● Relating Cultural Products to Perspectives (Standard 2.2)</li> </ul> <p><b>Connections (Making Connections &amp; Acquiring Information)</b></p> <ul style="list-style-type: none"> <li>● Making Connections (Standard 3.1)</li> <li>● Acquiring Information &amp; Diverse Perspectives (Standard 3.2)</li> </ul> <p><b>Comparisons (Language &amp; Cultural Comparisons)</b></p> <ul style="list-style-type: none"> <li>● Language Comparisons (Standard 4.1)</li> <li>● Cultural Comparisons (Standard 4.2)</li> </ul> <p><b>Communities (Using Language Beyond the Classroom &amp; Lifelong Learning)</b></p> <ul style="list-style-type: none"> <li>● School and Global Communities (Standard 5.1)</li> <li>● Lifelong Learning (Standard 5.2)</li> </ul>

<b>Essential Question(s):</b>	<ul style="list-style-type: none"> <li>● How do leisure activities, sports, and music bring people together in different cultures?</li> <li>● What impact does regional weather have on daily life?</li> </ul>
<b>Enduring Understanding(s):</b>	<ul style="list-style-type: none"> <li>● Students across the world enjoy similar and different extracurricular activities that are important to their identity.</li> <li>● The concept of leisure time varies from culture to culture.</li> </ul>
<b>Learning Goal(s):</b> <i>Students will know and will be able to use their learning to:</i> (Content/ Skills)	<p><b>Content:</b> (Students will know...)</p> <ul style="list-style-type: none"> <li>● common leisure activities and sports.</li> <li>● common instruments people play.</li> <li>● places where people do certain activities.</li> <li>● weather expressions.</li> <li>● seasons.</li> <li>● clothing for varying weather.</li> <li>● present tense forms of “aller.”</li> <li>● le futur proche with aller + infinitive.</li> <li>● au, à la, à l’, aux.</li> <li>● present tense forms of -er verbs.</li> <li>● present tense forms of “faire.”</li> <li>● the difference between asking formal and informal questions.</li> </ul> <p><b>Skills:</b> (Students will be able to...)</p> <ul style="list-style-type: none"> <li>● discuss which sports and activities they enjoy.</li> <li>● tell what instrument they play.</li> <li>● tell where they go for activities.</li> <li>● discuss the weather in different seasons.</li> <li>● tell what clothing they need for different activities and weather.</li> <li>● make social plans and invitations.</li> <li>● identify information from print and audiovisual materials relating to leisure activities.</li> </ul>

- exchange information about leisure activities.
- make simple social plans and invite someone to an event.
- investigate how and why people use their leisure time and interact with francophone cultures and in their community.