

General Brown Central School District Curriculum Map

Course Title: French 1	Prepared By: Jannell Pickeral
Time Frame: September	Unit/Theme: Personal & Public Identities
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Who am I & how do I relate to others? ● How do others see me? ● How am I unique? ● How are personality traits related to career choices? ● Whom do I consider to be part of my family? ● What are some important celebrations? ● Where is French spoken? Who are the French-speaking people of the world? 	
<p>NYS Standards:</p> <p>Standard 1 - Communication Students will be able to use a language other than English for communication.</p> <p>Standard 2 - Culture Students will develop cross-cultural skills & understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Adjectives/ Possessive adjectives ● Professions ● Dates ● Nationalities ● Family ● Pets & Animals <p>Grammar/Structure:</p> <ul style="list-style-type: none"> ● Être ● Travailler ● Agreement
<p>Student Objectives (The student will...): ACTFL "I can" statements</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● I can recognize names of people and some words to describe them. ● I can understand information on forms such as student IDs & applications. ● I can recognize dates of events. <p>Interpersonal:</p> <ul style="list-style-type: none"> ● I can introduce myself. ● I can answer questions about my family. ● I can give the date of my birthday, holiday, or event. <p>Presentational:</p> <ul style="list-style-type: none"> ● I can name my family members, ages, & relationships to me. 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Speaking partner assessment giving basic information about a person ● Unit exam on family, professions, dates, days and adjectives ● Project incorporating family, adjectives, professions and basic identification information 	

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<p>Recommended Texts:</p> <ul style="list-style-type: none">• Notes and vocabulary lists are in labelled folders.	<p>Resources:</p> <ul style="list-style-type: none">• All materials can be found in labelled folders.• Supplemental activities are provided in the textbook for lesson differentiation.
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General Brown Central School District Curriculum Map

Course Title: French 1	Prepared By: Jannell Pickeral
Time Frame: October	Unit/Theme: Contemporary Life: Leisure
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does what I choose to do define who I am? ● What teenage activities are the same or different in French-speaking countries? ● How do I communicate using social media? ● What is my style? 	
<p>NYS Standards:</p> <p>Standard 1 - Communication Students will be able to use a language other than English for communication.</p> <p>Standard 2 - Culture Students will develop cross-cultural skills & understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Leisure activities ● Places/ shopping ● Clothing ● Colors ● Numbers to 1000 <p>Grammar/ Structure:</p> <ul style="list-style-type: none"> ● Porter/ aimer and other “ER” verbs ● Review of present tense “ER”, “IR” and “RE” verbs ● Aller and aller + infinitive
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● I can identify leisure activities from videos & texts. ● I can identify clothing items from websites, videos, and texts. ● I can understand the names of clothing items & their costs from ads. <p>Interpersonal:</p> <ul style="list-style-type: none"> ● I can ask who, what, when, or where questions about an event. ● I can talk about what I like. ● I can decide what to do with a partner. ● I can exchange advice to choose an outfit. ● I can make plans with a friend. <p>Presentational:</p> <ul style="list-style-type: none"> ● I can write & talk about my daily life. ● I can state my favorite free time activities. 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Unit exam on present tense regular verbs ● Reading comprehension test utilizing advertisements on leisure activities, clothes, colors, and prices. ● Speaking partner assessment about leisure activities 	

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General Brown Central School District Curriculum Map

Course Title: French 1	Prepared By: Jannell Pickeral
Time Frame: November	Unit/Theme: House & Home/ chores
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What is my house like? ● How do houses in the U.S. compare with housing in _____? ● What are important characteristics of a home? ● What are the daily chores for each family member? 	
<p>NYS Standards:</p> <p>Standard 1 - Communication Students will be able to use a language other than English for communication.</p> <p>Standard 2 - Culture Students will develop cross-cultural skills & understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Rooms of a house ● Descriptions of a house ● Numbers above 1000 ● Chores ● Daily routines ● Re-visit family/ pets/ professions vocab. <p>Grammar/ structure:</p> <ul style="list-style-type: none"> ● Il me faut/ devoir ● Il y a ● Avoir and avoir expressions ● Reflexive verbs ● Prepositions of place
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● I can identify rooms of a house from videos & texts. ● I can identify words to describe a house. <p>Interpersonal:</p> <ul style="list-style-type: none"> ● I can ask & answer questions about my house & other houses. ● I can decide with a partner which type of house would be best. ● I can write my address. <p>Presentational:</p> <ul style="list-style-type: none"> ● I can create an advertisement for a house. ● I can identify parts of a home. 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Vocabulary test on house vocabulary and chores ● Project on creating an advertisement for a house ● Speaking partner assessment on chores, daily routines and reflexive verbs ● Grammar test on reflexive verbs 	

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Resources:

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Course Title: French I	Prepared By: Jannell Pickeral
Time Frame: December	Unit/Theme: Food
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do meals & dining habits compare across cultures? ● What vocabulary is necessary when ordering, accepting and refusing food in dining situations? 	
<p>NYS Standards:</p> <p>Standard 1 - Communication Students will be able to use a language other than English for communication.</p> <p>Standard 2 - Culture Students will develop cross-cultural skills & understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Food vocabulary ● Place settings ● Ordering food ● Accepting and refusing food <p>Grammar/structure:</p> <ul style="list-style-type: none"> ● Prendre ● Irregular verbs
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● I can identify ingredients in a food. ● I can identify steps to prepare a food. ● I can identify nutritional categories from food labels. ● I can identify foods from a menu. ● I can identify characteristics of a restaurant from restaurant reviews. <p>Interpersonal:</p> <ul style="list-style-type: none"> ● I can say if I like or dislike certain foods. ● I can ask & answer questions about food. ● I can order in a restaurant. <p>Presentational:</p> <ul style="list-style-type: none"> ● I can give details about a restaurant. ● I can write some details about foods I like & dislike for each meal. 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Menu project ● Vocabulary test on foods and place settings ● Unit exam on food ● Speaking partner assessment on a given restaurant situation ● Irregular verb test 	

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Course Title: French I	Prepared By: Jannell Pickeral
Time Frame: January & February (Between midterm exams and February break this will take awhile to get through it all)	Unit/Theme: Health & welfare
Essential Questions: <ul style="list-style-type: none"> ● How do I live a healthy lifestyle? ● How do I say what body part hurts? 	
NYS Standards: Standard 1 - Communication Students will be able to use a language other than English for communication. Standard 2 - Culture Students will develop cross-cultural skills & understandings.	Vocabulary: <ul style="list-style-type: none"> ● Body parts ● Illnesses & symptoms ● Remedies Grammar/structure <ul style="list-style-type: none"> ● Avoir mal à ● Other avoir expressions
Student Objectives (The student will...): Interpretive: <ul style="list-style-type: none"> ● I can identify body parts. ● I can identify common illnesses & symptoms. ● Interpersonal: <ul style="list-style-type: none"> ● I can exchange with others some ideas about ways to stay healthy. ● I can explain how I feel & give my symptoms. Presentational: <ul style="list-style-type: none"> ● I can act out a situation in a doctor's office ● I can make a poster advertisement on thing to do for a healthy lifestyle 	
Assessments: <ul style="list-style-type: none"> ● Vocabulary test on parts of the body ● Grammar test on avoir and avoir mal à ● Speaking partner assessment regarding sickness/ illness or health/ well-being ● Unit exam on health and well being 	
Recommended Texts: <ul style="list-style-type: none"> ● Notes and vocabulary lists are in labelled folders. 	Resources: <ul style="list-style-type: none"> ● All materials can be found in labelled folders. ● Supplemental activities are provided in the textbook for lesson differentiation.

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Course Title: French I	Prepared By: Jannell Pickeral
Time Frame: March	Unit/Theme: Community & Physical Environment
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the important places in my community? ● What are characteristics of a community? ● How do I find my way in a city? 	
<p>NYS Standards:</p> <p>Standard 1 - Communication Students will be able to use a language other than English for communication.</p> <p>Standard 2 - Culture Students will develop cross-cultural skills & understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Community ● Basic geographical terms ● Places around town ● Giving directions ● Weather and seasons <p>Grammar/ structure:</p> <ul style="list-style-type: none"> ● Introduce commands ● Faire and faire expressions
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● I can identify basic geographical places, and buildings in/ or around town ● I can talk about the weather in various locations <p>Interpersonal:</p> <ul style="list-style-type: none"> ● I can give and follow basic commands in French. ● I can ask & answer questions about where I'm going. <p>Presentational:</p> <ul style="list-style-type: none"> ● I can name places in my community, town, city, state or country. ● I can tell others about important features of my community. 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Test on seasons and weather ● Test on the verb faire, expressions with faire and commands ● Speaking partner assessment on things around town and giving directions ● Unit exam on geographical terms, things around town, giving directions, seasons, and weather 	
<p>Recommended Texts:</p> <ul style="list-style-type: none"> ● Notes and vocabulary lists are in labelled folders. 	<p>Resources:</p> <ul style="list-style-type: none"> ● All materials can be found in labelled folders. ● Supplemental activities are provided in the textbook for lesson differentiation.

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Course Title: French 1	Prepared By: Jannell Pickeral
Time Frame: April	Unit/Theme: Travel & Vacation
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How does our concept of vacation differ from that of the target culture? ● How could I plan a trip to a French-speaking country? 	
<p>NYS Standards:</p> <p>Standard 1 - Communication Students will be able to use a language other than English for communication.</p> <p>Standard 2 - Culture Students will develop cross-cultural skills & understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Modes of transportation ● Travel related vocab (tickets, flight, train, etc...) <p>Grammar/structure:</p> <ul style="list-style-type: none"> ● Aller (review) ● Aller + infinitive (review)
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● I can identify modes of transportation <p>Interpersonal:</p> <ul style="list-style-type: none"> ● I can ask and answer questions about traveling to vacation destinations. ● I can fill out basic information on forms needed to travel out of the country. <p>Presentational:</p> <ul style="list-style-type: none"> ● I can create an advertisement for a vacation destination. 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Vocabulary test on modes of transportation ● Grammar test on aller and aller plus infinitive ● Speaking partner assessment about travel plans over an upcoming weekend ● Poster project on travel destination 	
<p>Recommended Texts:</p> <ul style="list-style-type: none"> ● Notes and vocabulary lists are in labelled folders. 	<p>Resources:</p> <ul style="list-style-type: none"> ● All materials can be found in labelled folders. ● Supplemental activities are provided in the textbook for lesson differentiation.

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Course Title: French 1	Prepared By: Jannell Pickeral
Time Frame: May	Unit/Theme: Education
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How is my school day similar to or different from the school day in the target culture? ● What subjects are studied in French speaking countries? ● What supplies are needed for school? ● What objects are found in the classroom? 	
<p>NYS Standards:</p> <p>Standard 1 - Communication Students will be able to use a language other than English for communication.</p> <p>Standard 2 - Culture Students will develop cross-cultural skills & understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> ● Subjects taught in school ● School supplies ● Colors ● Telling time ● Days and dates <p>Grammar/ structure:</p> <ul style="list-style-type: none"> ● Avoir ● Il y a
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> ● I can determine the days and times of classes based on a printed schedule ● I can determine what supplies are needed for classes. ● I can talk about what is in my classroom or my backpack. <p>Interpersonal:</p> <ul style="list-style-type: none"> ● I can ask and answer questions about my favorite/ least favorite classes. ● I can talk with a partner about what is found in a classroom. <p>Presentational:</p> <ul style="list-style-type: none"> ● I can identify things that are for sale based on the price, or color. 	
<p>Assessments:</p> <ul style="list-style-type: none"> ● Vocabulary test on school subjects and school supplies ● Unit exam on school, time, colors, days and dates ● Speaking partner assessment about a favorite or least favorite class. 	
<p>Recommended Texts:</p> <ul style="list-style-type: none"> ● Notes and vocabulary lists are in labelled folders. 	<p>Resources:</p> <ul style="list-style-type: none"> ● All materials can be found in labelled folders. ● Supplemental activities are provided in the textbook for lesson differentiation.

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Course Title: French 1	Prepared By: Jannell Pickeral
Time Frame: June	Unit/Theme: Final exam review and Speaking portion of the final exam
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the topics that will be covered on the final exam? • How do I ensure to get the best score possible on the speaking portion of the test? 	
<p>NYS Standards:</p> <p>Standard 1 - Communication Students will be able to use a language other than English for communication.</p> <p>Standard 2 - Culture Students will develop cross-cultural skills & understandings.</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Review of all BOCES topics • Constant practice on the speaking tasks (socializing, providing or obtaining information, persuasion, expressing personal feeling)
<p>Student Objectives (The student will...):</p> <p>Interpretive:</p> <ul style="list-style-type: none"> • I can be able to communicate in the areas of listening, speaking, reading, and writing <p>Interpersonal:</p> <ul style="list-style-type: none"> • I can ask and answer questions on the various topics studied this year <p>Presentational:</p> <ul style="list-style-type: none"> • I can act out the speaking tasks on BOCES topics in preparation for the final exam. 	
<p>Assessments:</p> <ul style="list-style-type: none"> • Formal speaking portion of the final exam • BOCES developed final exam (listening, reading, and writing) 	
<p>Recommended Texts:</p> <ul style="list-style-type: none"> • Notes and vocabulary lists are in labelled folders. 	<p>Resources:</p> <ul style="list-style-type: none"> • All materials can be found in labelled folders. • Supplemental activities are provided in the textbook for lesson differentiation.