



BLUE VALLEY DISTRICT CURRICULUM
 World Language|French 2.5
 Intermediate Low



QTR	ORGANIZING THEME/TOPIC	COMMUNICATION STANDARDS & SKILLS
1	<p>UNIT 1: Daily Routines (AP: Family and Community >family structure)</p> <p>Time Frame: 5-6 weeks August/September</p> <p>Vocabulary Focus: toiletries, daily routines, chores, household items</p>	<p>1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)</p> <ul style="list-style-type: none"> • Ask and answer questions about daily routines and household chores (1.1) • Complain and respond to a complaint (1.1) • Express and respond to frustration (1.1) • Give commands (1.1) • Compare what I and others do each day. (1.1) • Express injustice. (1.1) <p>1.1 INTERPERSONAL WRITING. Correspond on a variety of familiar topics using simple and compound sentences in more than a single time frame. (IL)</p> <ul style="list-style-type: none"> • Write informal correspondence with attention to register and writing conventions about daily routines and chores, (1.1) <p>1.2 INTERPRETIVE LISTENING. Listen to comprehend purpose and details in straightforward, authentic passages and conversations on familiar topics in everyday contexts, sometimes supported by visuals. (IL)</p> <ul style="list-style-type: none"> • Listen and identify main idea and supporting details in passages about daily routines and chores. (1.2) <p>1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)</p> <ul style="list-style-type: none"> • Read and identify main idea and supporting details in authentic passages about Francophone areas in Africa. (1.2) <p>1.3 PRESENTATIONAL SPEAKING. Present on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame. (IL)</p> <ul style="list-style-type: none"> • Retell past events related to chores and daily routines (1.3) <p>1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame.(IL)</p> <ul style="list-style-type: none"> • Write a short paragraph about daily routines and household chores (1.3)

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UNIT 2: Bon Voyage
(AP: Contemporary Life >travel)

Time Frame: 5-6 weeks end of October/November

Vocabulary Focus: breakfast foods, hotel, car, airport and airplane travel; travel issues

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- **Ask and answer questions** to talk about hotel and travel arrangements. (1.1)
- **Ask and answer questions** about a past trip and arrangements made. (1.1)
- **Ask and answer questions** about breakfast foods one might eat in a hotel. (1.1)
- **Describe** health issues associated with travel. (1.1)
- **Give instructions** related to travel (1.1)

1.1 INTERPERSONAL WRITING. Correspond on a variety of familiar topics using simple and compound sentences in more than a single time frame. (IL)

- **Write informal notes or emails** about a past trip with attention to register and writing conventions. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend purpose and details in straightforward, authentic passages and conversations on familiar topics in everyday contexts, sometimes supported by visuals. (IL)

- **Listen and identify main idea and supporting details** in passages about travel and making arrangements. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- **Read and identify main idea and supporting details** and make inferences in texts about travel and making arrangements.(1.2)

1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame.(IL)

- **Write a short paragraph** to making arrangements for and taking a trip. (1.3)

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UNIT 3: North African Influences

(AP: Aesthetics >music and literature)

Time Frame: 5-6 weeks November/December

Vocabulary focus: musical instruments, reading and writing media, gifts e.g. jewelry and accessories

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- Ask and answer questions to talk about books and music. (1.1)
- Make recommendations. (1.1)
- Ask to borrow something. (1.1)
- Ask and answer questions about instruments that people play. (1.1)

1.1 INTERPERSONAL WRITING. Correspond on a variety of familiar topics using simple and compound sentences in more than a single time frame. (IL)

- Use appropriate writing conventions for informal correspondence, expressing thanks. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend purpose and details in straightforward, authentic passages and conversations on familiar topics in everyday contexts, sometimes supported by visuals. (IL)

- Listen and identify main idea and supporting details in passages about music and literature.

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- Read and identify main idea and supporting details and make inferences in texts about music and literature. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame. (IL)

- Present information orally about personal habits regarding reading, writing and music.

1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame.(IL)

- Write a short paragraph about gifts that one receives.(1.3)

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UNIT 4: Provincial Life

(AP: Personal and Public Identities >regional identities and value systems)

Time Frame: 5-6 weeks January-February

Vocabulary focus: Foods and courses, French regions and their regional identity names, youth hostels

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- Ask and answer questions about a vacation to a particular region in France. (1.1)
- Ask and answer questions about food and regional specialties (1.1)
- Order a meal (1.1)

1.1 INTERPERSONAL WRITING. Correspond on a variety of familiar topics using simple and compound sentences in more than a single time frame. (IL)

- Using appropriate greetings and closings, write an email about a French region you are planning to visit and why,. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend purpose and details in straightforward, authentic passages and conversations on familiar topics in everyday contexts, sometimes supported by visuals. (IL)

- Listen and identify main idea and supporting details in authentic sources related to regions in France. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- Read and identify main idea, details and make inferences in authentic and expository texts about regions in France. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame. (IL)

- Present information orally about unique features of a French province. (1.3)

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UNIT 5: How We Talk About The Past

(AP: Personal and Public Identities >regional identities and value systems)

Time Frame: 5 weeks mid-February – early April

Vocabulary focus: *Jean de Florette and Manon des Sources* vocabulary, time expressions for past tenses

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- Ask and answer questions about past experiences. (1.1)
- Make predictions about a story line. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend purpose and details in straightforward, authentic passages and conversations on familiar topics in everyday contexts, sometimes supported by visuals. (IL)

- Listen and identify main idea and supporting details in authentic film sources. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- Read and identify main idea, details and make inferences in authentic and expository texts. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame. (IL)

- Orally retell about the past using organized and connected simple and compound sentences in more than one time frame. (1.3)

1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame.(IL)

- Write about the past using connected simple and compound sentences in more than one time frame. (1.3)

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UNIT 6: Modern Society

(AP: Science & Technology > New Media
AP: Global Challenges)

Time Frame: 3 weeks April

Vocabulary focus: problems and solutions in society

1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)

- Ask and answer questions about problems and solutions in society. (1.1)

1.1 INTERPERSONAL WRITING. Correspond on a variety of familiar topics using simple and compound sentences in more than a single time frame. (IL)

- Write informal correspondence about problems in society with attention to register and writing conventions. (1.1)
- Offer solutions to problems in society with attention to register and writing conventions. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend purpose and details in straightforward, authentic passages and conversations on familiar topics in everyday contexts, sometimes supported by visuals. (IL)

- Listen and identify main idea and supporting details in authentic sources related to contemporary problems in society (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)

- Read and identify main idea, details, and make inferences in authentic and expository texts about problems in society. (1.2)

1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame.(IL)

- Write connected simple and compound sentences in more than one time frame about a problem in society.(1.3)

<p>UNIT 7: Let's Read – Les Yeux Carmen (AP: Contemporary Life: Francophonie AP: Science and technology > Space exploration)</p> <p>Time Frame: 3 weeks May</p> <p>Vocabulary focus: story specific vocabulary</p>	<p>1.1 INTERPERSONAL SPEAKING. Converse on a variety of familiar topics, using simple and compound sentences in more than a single time frame. (IL)</p> <ul style="list-style-type: none"> • Ask and answer questions in the present and past tense about events in a narrative passage. (1.1) • Extend conversation with description or simple narration of an event in the story. (1.1) • Discuss cultural perspectives and diversity topics related to the story. (1.1) <p>1.2 INTERPRETIVE READING. Read, comprehend, state and support main idea, details, guess meaning from context and make inferences from a variety of authentic text on familiar topics in predictable contexts. (IL)</p> <ul style="list-style-type: none"> • Read and identify main idea, details, and make inferences. (1.2) • Recognize the time frame in which an event occurs. (Comm.1.2) <p>1.3 PRESENTATIONAL SPEAKING. Present on a variety of familiar topics with organized and connected thoughts and ideas, using simple sentences that extend beyond a single time frame. (IL)</p> <ul style="list-style-type: none"> • Predict and summarize information related to the storyline(1.3) <p>1.3 PRESENTATIONAL WRITING. Write on a variety of familiar topics with organized and connected thoughts and ideas, using simple and compound sentences that extend beyond a single time frame.(IL)</p> <ul style="list-style-type: none"> • Write a description with some details, actions, and sequences of events that occurred in the story in a paragraph of 5-8 sentences. (1.3) • Write about problems in society as related to the story using organized, simple and compound sentences (1.3)
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