## QTR 1

### UNIT 1: LES VACANCES DU PETIT NICOLAS

**Time Frame:** 4 weeks  
August-mid September

**Vocabulary Focus:** literary and descriptive vocabulary to describe setting, characters, story line, themes, symbols; idiomatic and culturally authentic expressions.

### FOCUS STANDARDS & SKILLS

**1.1 INTERPERSONAL SPEAKING.** Converse about every day and global topics, using a variety and series of sentences in various time frames. (IH)
- Maintain 4-minute conversations about events that occur in *du Petit Nicolas.* (1.1)
- Discuss the relevance of Petit Nicolas in French culture. (1.1)

**1.2 INTERPERSONAL WRITING.** Correspond on everyday and some global topics using short, organized paragraphs, using various time frames. (IH)
- Write an informal email. (1.1)

**1.2 INTERPRETIVE READING.** Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)
- Read and identify main idea, supporting details, perspectives and make inferences in about the characters and storyline in *du Petit Nicolas.* (1.2)

**1.3 PRESENTATIONAL SPEAKING.** Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various time frames, integrating multiple authentic sources. (IH)
- Retell events from *du Petit Nicolas.* (1.3)

**1.3 PRESENTATIONAL WRITING.** Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)
- Write to narrate a sequence of events in *du Petit Nicolas.* (1.3)
UNIT 2: BON VOYAGE
(AP: Contemporary Life > travel)

Time Frame: 6 weeks  mid-September-end of October

Vocabulary Focus: travel and vacation practices, activities, lodging options, destinations

1.1 INTERPERSONAL SPEAKING. Converse about every day and global topics, using a variety and series of sentences in various time frames. (IH)
• Maintain 4-minute conversations about future and hypothetical situations with respect to travel and vacation habits and experiences. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker’s and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)
• Listen and identify main ideas, supporting details, and perspectives in passages about vacation and travel experiences in Francophone various cultures. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's and cultural perspectives and make inferences from multiple authentic text and genres. (IH)
• Read and identify main idea, supporting details, perspectives and make inferences in texts about travel and vacation habits in Francophone and American cultures. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various time frames, integrating multiple authentic sources. (IH)
• Present organized, detailed information about personal travel and vacation experiences. (1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)
• Write to compare and contrast vacation habits and preferences of Francophones and Americans. (1.3)
UNIT 3: HUMAN RIGHTS & HUMANITARISM  
(AP: Global Challenges > human rights)

Time Frame: 5-6 weeks  end October - November

Vocabulary Focus: human, political and religious rights; advocacy for children and disadvantaged; animal rights; humanitarian efforts

1.1 INTERPERSONAL SPEAKING. Converse about every day and global topics, using a variety and series of sentences in various time frames. (IH)
- Express and support opinions in 4-minute conversations about human rights issues and humanitarian efforts. (1.1)
- Express emotions and preferences regarding humanitarian initiatives about which one is most passionate. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker’s and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)
- Listen and identify main ideas, supporting details and make inferences from passages about human rights issues and humanitarian efforts both in the United States and abroad. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)
- Read and identify main idea, supporting details, perspectives and make inferences in texts about human rights issues and humanitarian efforts both in the United States and abroad. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various time frames, integrating multiple authentic sources. (IH)
- Present organized, detailed information about global humanitarian efforts, political and human rights issues. (1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)
- Write to compare and contrast US American vs other countries support and advocate for human rights. (1.3)
- Write an essay, identifying describing humanitarian efforts needed during a real-life crisis.
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<thead>
<tr>
<th>UNIT 4: CINEMA</th>
<th>1.1 INTERPERSONAL SPEAKING. Converse about every day and global topics, using a variety and series of sentences in various time frames. (IH)</th>
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<tbody>
<tr>
<td>(AP: Beauty &amp; Aesthetics &gt; performing arts)</td>
<td>• Discuss cinema as an art form and the status of France in the film making industry. (1.1)</td>
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<tr>
<td>Time Frame: December</td>
<td>• Discuss the history of French film making and film makers.</td>
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<tr>
<td>Vocabulary Focus: film making, genres, film professions, descriptive vocabulary to critique films</td>
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1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker’s and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)  |
• Listen and identify main ideas, supporting details, perspectives and inferences in passages about the history of French cinema and French film makers. (1.2)  |
• Listen and identify main ideas, details and perspectives of characters in authentic French film. (1.2)  |

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various time frames, integrating multiple authentic sources. (IH)  |
• Present organized information about a the history of French cinema and French film makers.(1.3)  |

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)  |
### UNIT 5: ADVANCES IN MEDICAL RESEARCH AND ETHICAL ISSUES

(AP: Science & Technology > current research topics, ethical questions)

**Time Frame:** 5 weeks  February – early March  

**Vocabulary Focus:** medical advances, medical research, ethical issues related to medical research

<table>
<thead>
<tr>
<th><strong>1.1 INTERPERSONAL SPEAKING.</strong> Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)</th>
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<tbody>
<tr>
<td>• Maintain 4-minute conversations about medical advances and related ethical issues (1.1)</td>
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<th><strong>1.2 INTERPERSONAL WRITING.</strong> Correspond on everyday and some global topics using short, organized paragraphs, using various time frames. (IH)</th>
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<td>• Write an informal email about an ethical concern. (1.1)</td>
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<th><strong>1.2 INTERPRETIVE LISTENING.</strong> Listen to comprehend and identify purpose, supporting details, inferences, speaker’s and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)</th>
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<td>• Listen and identify main ideas, supporting details and inferences in passages about medical advances and breakthroughs. (1.2)</td>
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<th><strong>1.2 INTERPRETIVE READING.</strong> Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)</th>
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<td>• Read and identify main idea, supporting details and make inferences in texts about medical advances, breakthroughs and related ethical issues. (1.2)</td>
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<th><strong>1.3 PRESENTATIONAL SPEAKING.</strong> Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various time frames, integrating multiple authentic sources. (IH)</th>
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<tr>
<td>• Present organized and detailed information about recent medical breakthroughs. (1.3)</td>
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<th><strong>1.3 PRESENTATIONAL WRITING.</strong> Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)</th>
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<td>• Write a persuasive paragraph to express and support opinions about a medical advancement and its related ethical issues (1.3)</td>
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UNIT 6: LANGUAGE IDENTIFY AND NATIONALISM
(AP: Personal & Public Identities > language and identity, multiculturalism)

Time Frame: 5-6 weeks March – mid April

Vocabulary Focus: nationalism, cultural identity, patriotism

1.1 INTERPERSONAL SPEAKING. Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)
- Maintain 4-minute conversations about the relation between language and culture in defining one's identity (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker's and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)
- Listen and identify main ideas, supporting details and inferences in passages about patriotism and aspects of national and cultural identities. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author's and cultural perspectives and make inferences from multiple authentic texts and genres. (IH)
- Read and identify main idea, supporting details and make inferences in texts about medical advances, breakthroughs and related ethical issues. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various time frames, integrating multiple authentic sources. (IH)
- Present organized and detailed information about the connections of language, nationalism and identity. (1.3)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)
- Write an essay explaining the interrelationship of the English and French languages. (1.3)
UNIT 7: FAMILY, LOVE AND FRIENDSHIP
(AP: Families & Communities > customs, family structures)

Time Frame: 5-6 weeks mid-April – early May

Vocabulary Focus: immediate and extended family members, descriptions, emotions

1.1 INTERPERSONAL SPEAKING. Converse about everyday and global topics, using a variety and series of sentences in various time frames. (IH)
• Maintain 4-minute conversations about the importance of friendships, love and supportive relationships with others. (1.1)

1.2 INTERPRETIVE LISTENING. Listen to comprehend and identify purpose, supporting details, inferences, speaker’s and cultural perspectives in a variety of authentic spoken genres and conversations, sometimes supported by visuals. (IH)
• Listen and identify main ideas, supporting details and inferences in passages about friendship and family relationships. (1.2)

1.2 INTERPRETIVE READING. Read, comprehend, state and cite textual evidence to support main idea, details, meaning from context, author’s and cultural perspectives and make inferences from multiple authentic text and genres. (IH)
• Read and identify main idea, supporting details, perspectives and make inferences in texts about friendship and traditional and non-traditional family relationships. (1.2)

1.3 PRESENTATIONAL SPEAKING. Present on topics of personal and global interest and give speeches in organized, paragraph-length style in various time frames, integrating multiple authentic sources. (IH)

1.3 PRESENTATIONAL WRITING. Write on topics of personal and global interest in organized paragraphs in various time frames, integrating multiple authentic sources. (IH)