

Course Name: French 1

Course Proficiency Target: Novice High

Course Performance Target: Intermediate

	Pre-Unit	Unit #1	Unit #2	Unit #3	Unit #4	Unit #5	Unit #6	Portfolio & Reflection
Global Theme		Identity/Belonging	Identity/Belonging	Exploring Time and Place	Exploring Time and Place	Well-being	Challenges	
Unit Theme	Introductions: Enchanté (e)	Self Identity	Family	School	Hobbies	Food	Climate Change	Reflection
Social Justice Standard(s)	Justice 11 JU.9-12.11 I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.	Identity 1 Identity ID.9-12.1 I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society	Identity 2 Identity ID.9-12.2 I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.	Diversity 8 Diversity DI.9-12.8: I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.	Action 16 AC.9-12.16 I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.	Diversity 9 DI.9-12.9 I relate to and build connections with other people by showing them empathy, respect and understanding, regardless of our similarities or differences.	Diversity 10 DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures. Justice 12 JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.	
Essential Question	How do I learn a language?	Who am I?	Who is family to me?	What does a day at school look like for students in francophone countries?	Can individuals with disabilities play sports?	What does it mean to live a balanced life style?	What can we do to reduce the impacts of climate change?	How has my French proficiency grown?
Performance Objective	I can begin to explain how I can develop my language proficiency and identify some countries where French is spoken.	I can identify, interact, and present information on my own personal identity using simple sentences and questions.	I can identify, interact, and present information on the members of my family using simple sentences and questions.	I can identify, interact, and present information on my own school and a francophone school using simple sentences and questions.	I can identify, interact, and present information on my hobbies and accessibility to hobbies to using simple sentences and questions.	I can identify, interact, and present information on what a healthy lifestyle looks like in my own culture and another culture using simple sentences and questions.	I can identify, interact, and present information on how the environment is changing and efforts to reduce the impacts of climate change on the environment using simple sentences and questions.	I can reflect on and demonstrate how I have grown as a language learner.
Timeframe	2 weeks (beginning of September)	end of September - October	November-December	January-February	March-April	April-May	May-June	1 week (end of June)
Focus Country (IPA)	Le monde francophone	Ivory Coast	Tunisia	Mauritius	Cameroon	Gabon	Democratic Republic of the Congo	NA