

## French I Overview 2023 - 2024

This document is designed provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

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## Grading Period 1

### Unit 1: Getting to Know You

Estimated Date Range: 8/9/23-10/6/23

#### Unit Overview:

Students will become familiar with the vocabulary and expressions that are needed to conduct class in the target language, to greet other people correctly based on culturally accepted behaviors, and to exchange basic courtesy expressions. They will learn to introduce themselves and meet others, and tell a little about themselves, using their new language and cultural literacy skills and attitudes. Students will also learn how to express and ask about likes and dislikes regarding sports and school classes as well as give reasons for them. By the end of this Unit, students are expected to greet other people and maintain a short conversation about themselves by using the target language and the accepted behaviors used in the target culture. They also are expected to write simple sentences about their personal information with a person who speaks the target language.

#### At home connections:

- Encourage students to practice greeting and introducing themselves with anyone they know who speaks the target language.
- If they do not know anyone who speaks the target language, let them teach you how to introduce yourself to others appropriately.

Concepts within Unit #1 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Nice to Meet You 1.1a, 1.1e, 1.2a, 1.2d, 1.3b	<p>In an oral or texting conversations, the student can <b><u>share/respond to others'</u></b> <b><u>questions in order to:</u></b></p> <ul style="list-style-type: none"> <li>• greet and address others in a culturally appropriate way, using a variety of words and phrases.</li> <li>• introduce themselves to other people using phrases and simple sentences.</li> <li>• spell their name when meeting new people if asked</li> </ul>

	<ul style="list-style-type: none"> <li>• use common courtesy expressions (such as please, thank you, nice to meet you, etc.)</li> <li>• say how they are doing/feeling using phrases and simple sentences</li> <li>• share personal information such as age, birthday, where they are from, etc. using phrases and simple sentences</li> <li>• use common leave taking expressions to end a conversation (good-bye, see you later, etc.)</li> </ul> <p>In an oral or texting conversation, the student can <b>ask</b>:</p> <ul style="list-style-type: none"> <li>• What someone's name is</li> <li>• how to spell someone's name when meeting them for the first time if needed</li> <li>• about how others are doing/feeling using simple questions</li> <li>• others' personal information (such as age, birthday, where they are from, etc.)</li> </ul> <p>The student will be able to write simple sentences in order to:</p> <ul style="list-style-type: none"> <li>• Introduce themselves to other people</li> <li>• share personal information such as age, birthday, where they are from, etc.</li> </ul>
<p>Concept #2: Expressing Likes and Dislikes 1.1b, 1.2a, 1.2c, 1.3a</p>	<p>Demonstrate understanding of authentic text, audio- and audio-visual material from the target culture about:</p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Sports</li> <li>• Other school activities</li> </ul> <p>Name, using words and short phrases</p> <ul style="list-style-type: none"> <li>• Their school subjects</li> <li>• Sports that they or their friends participate in</li> <li>• Other school activities they or their friends participate in</li> </ul> <p>Tell others, in simple oral and written conversations,</p> <ul style="list-style-type: none"> <li>• What classes they have</li> <li>• What activities they participate in at school (including sports)</li> <li>• What classes they like or don't like</li> <li>• What activities they like or don't like</li> <li>• Why they like or don't like the classes and activities that they participate in</li> </ul> <p>Ask others, in simple oral and written conversations,</p> <ul style="list-style-type: none"> <li>• What classes they have</li> <li>• What activities they participate in at school (including sports)</li> <li>• What classes they like or don't like</li> <li>• What activities they like or don't like</li> <li>• Why they like or don't like their classes or activities</li> </ul> <p>Write and/or present orally, using simple sentences, about</p> <ul style="list-style-type: none"> <li>• Their classes</li> <li>• Their school activities (including sports)</li> <li>• Why they like or dislike their classes and/or school activities</li> </ul>

## Grading Period 2

### Unit 2: Friends and Family

Estimated Date Range: 10/11/23-12/15/23

#### Unit Overview:

In this unit, students will learn to talk about their nuclear family (the one that lives in their home), their extended family, their friends and their pets. They will describe their friends and family members in terms of physical and personality characteristics. Students will also learn about characteristics of families in other cultures and how families are the same and different from one culture to the next. They will tell where they go and what they do in their free time with their friends and family, and how that compares to families in the target culture. Finally, students will talk about typical family events, such as birthdays and other celebrations, where those family events take place and how they are celebrated, here and in the target culture. Students will build on this knowledge of free time activities as they move into unit 3 and begin making plans to go out with friends.

#### At home connections:

- Share family history with your child, such as grandparents' and great grandparents' names.
- Tell about friends you have that are as close as family; not everyone has a happy family situation, so celebrate those close friendships with your child.

Concepts within Unit # 2 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Describing my Friends and Family 1.1a, 1.1b, 1.2a, 1.2b, 1.3b</p>	<p>Students will be able to demonstrate an understanding of culturally authentic print, digital, audio and/or audiovisual materials related to</p> <ul style="list-style-type: none"> <li>• Family relationships</li> <li>• Describing others (including personality traits, physical characteristics and age)</li> <li>• Typical family structure in the target culture</li> </ul> <p>Students will be able to use words and phrases, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• Identify family relationships (mother, brother, uncle, etc.)</li> <li>• Identify the pets people have</li> <li>• Students will be able to use simple sentences, both orally and in writing, to</li> <li>• Tell how old someone is</li> <li>• Describe the personality traits of family, friends and pets</li> <li>• Describe the physical appearance of family, friends and pets</li> <li>• Describe their family as a whole</li> <li>• Compare their family with a typical family structure in the target culture(s)</li> </ul> <p>Students will be able to participate in oral and written conversation in which they</p> <ul style="list-style-type: none"> <li>• Answer questions about their families and individual family members</li> <li>• Ask others questions about their families and individual family members</li> </ul>
<p>Concept #2: Free Time Activities 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p>	<p>Students will be able to demonstrate an understanding of culturally authentic print, digital, audio and/or audiovisual materials by</p> <ul style="list-style-type: none"> <li>• Identifying free time activities in the target culture(s)</li> <li>• Identifying the places people in the target culture(s) go in their free time</li> </ul>

	<p>Students will be able to use words, phrases and simple sentences, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• Tell what they like to do in their free time with friends and family</li> <li>• Tell what their friends and family members like to do in their free time</li> <li>• Tell where they go with friends and family in their free time and what they do there</li> <li>• Compare what they do with their friends and family with typical free time activities in the target culture(s)</li> </ul> <p>Students will be able to participate in oral and written conversations in which they</p> <ul style="list-style-type: none"> <li>• Ask questions about what others like to do with their friends and family in their free time</li> <li>• Answer questions about what they like to do with their friends and family in their free time</li> <li>• Talk about the places people go with friends and family</li> <li>• Talk about the things people do at those places</li> </ul>
<p>Concept #3: Family Celebrations 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p>	<p>Students will be able to read/watch and demonstrate understanding of authentic materials describing common celebrations and/or traditions in the target culture.</p> <p>Students will be able to write simple sentences about</p> <ul style="list-style-type: none"> <li>• Family customs and traditions typical in the target culture(s)</li> <li>• Their own family's customs and traditions</li> <li>• Comparing their family's customs with those in the target culture</li> </ul> <p>Students will be able to participate in oral and written conversations in which they</p> <ul style="list-style-type: none"> <li>• Answer questions about their family's customs and traditions</li> <li>• Ask others about their family's customs and traditions</li> </ul>

Grading Period 3	
Unit 3: A Typical Teenage Life Estimated Date Range: 1/4/24-2/15/24	
<p><b>Unit Overview:</b></p> <p>At the end of this unit, students will be able to discuss what they like and don't like to do (both at school and during free time), as well as when and how often they do these things. They will also talk about what they did last weekend and what they are going to do next weekend, using very basic memorized chunks of language. Students will compare their daily life with activities of other students in the target culture. Finally, they will use the language to extend, accept and decline invitations, giving suitable excuses and negotiating different venues, times and/or days.</p> <p>Students will build on these skills in the next unit when they are required to talk about what they like to have and buy, and where they prefer to go shopping for the items they like.</p> <p><b>At home connections:</b></p> <ul style="list-style-type: none"> <li>Encourage students to seek out opportunities to interact with the target language, even if it is not on this topic. Encourage them to find activities they enjoy in the target language, so that they will be motivated to learn more.</li> <li>Remind students to be patient, that language learning takes time. They won't be able to say everything in this new language that they can say in English or their first language.</li> </ul>	
Concepts within Unit # 3 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Teenage Life in the Target Culture 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p>	<p>Students will be able to read/watch and demonstrate understanding of authentic resources about how teens spend their free time in the target culture</p> <p>Students will be able to participate in oral and written conversation in which they</p> <ul style="list-style-type: none"> <li>Use words, phrases and simple sentences to answer questions about their free time activities such as <ul style="list-style-type: none"> <li>What they do in their free time</li> <li>When and how often they do a variety of activities</li> <li>With whom they typically do those activities</li> </ul> </li> <li>Ask others questions about free time activities such as <ul style="list-style-type: none"> <li>What they do in their free time</li> <li>When and how often they do a variety of activities</li> <li>With whom they typically do those activities</li> </ul> </li> </ul> <p>Students will be able to use complete sentences, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>Tell about their free time activities and those of their peers</li> <li>Tell how teens in the target culture spend their free time</li> <li>Compare how teens in the target culture spend their free time with what teens here typically do</li> </ul>

<p>Concept #2: Past and Future Plans 1.1a, 1.1b, 1.1e, 1.1f, 1.2a, 1.3a, 1.3b</p>	<p>Students will be able to use complete sentences, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• Tell what activities they like and don't like to do in their free time</li> <li>• Describe where they went last weekend</li> <li>• Describe what they did last weekend using a few common verbs related to typical teenage activities</li> <li>• Describe where they are going to go in the near future</li> <li>• Describe what they are going to do in the near future</li> </ul> <p>Students will be able to participate in oral and written conversation in which they</p> <ul style="list-style-type: none"> <li>• Use words, phrases and simple sentences to share the activities they like and don't like to do in their free time</li> <li>• Use words, phrases and simple sentences to answer questions about where they went and what they did last weekend</li> <li>• Use words, phrases and simple sentences to answer questions about where they are going and what they are going to do in the near future</li> <li>• Ask others what activities they like and don't like to do in their free time</li> <li>• Ask others questions about where they went and what they did last weekend</li> <li>• Ask others questions about where they are going and what they are going to do in the near future</li> </ul>
<p>Concept #3: Making Plans 1.1b, 1.1c, 1.1d, 1.1e, 1.1f</p>	<p>Students will be able to participate in oral and written (texting) conversations, using phrases and simple sentences, in which they</p> <ul style="list-style-type: none"> <li>• discuss upcoming and recent past plans as part of deciding what to do with their friend</li> <li>• invite others to do things with them</li> <li>• accept invitations extended by others</li> <li>• politely decline invitations extended by others</li> <li>• politely make excuses when declining an invitation</li> <li>• make suggestions (such as time and/or place) when negotiating future plans with someone</li> </ul>
<p><b>Unit 4: Where Does My Money Go?</b> Estimated Date Range Grading Period 3: 2/20/24-3/8/24 Estimated Date Range Grading Period 4: 3/18/24-4/5/24</p>	

**Unit Overview:**

Students will begin the unit by describing what is in their closet, including brands, where things are from, and what influences their decision to purchase certain items. They will distinguish between items they want and items they need, and discuss at what point a need becomes a want. They will compare their shopping habits, fashion preferences and favorite possessions with those of people around the world. They will look at prices of goods around the world and discuss how the exchange rate affects the real value of things. By the end of the unit, students will be able to function in a real-world shopping scenario in order to express their needs, wants, and preferences while shopping. Additionally, students will be able to compare how the things they spend their money on are similar to or different than the items typically purchased by teens in the target culture.

**At home connections:**

- Encourage students to look at online shopping sites from the target culture. Discuss similarities and differences with them.

Concepts within Unit # 4 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: My Stuff 1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p>	<p>read/watch and <u>demonstrate understanding of authentic materials about</u></p> <ul style="list-style-type: none"> <li>• the clothing teens spend their money on in the target culture</li> <li>• the personal possessions (technology, books, etc.) teens spend their money on in the target culture</li> <li>• general spending habits of people in the target culture</li> </ul> <p><u>participate in oral and written conversations</u> in which they</p> <ul style="list-style-type: none"> <li>• Use words, phrases and simple sentences to answer questions about <ul style="list-style-type: none"> <li>○ The clothing they like and why</li> <li>○ Why they wear what they wear for specific occasions</li> <li>○ Their favorite personal possessions</li> <li>○ Where they shop and brands they like and why they like those stores/brands</li> <li>○ What they spend their money on</li> </ul> </li> <li>• Ask others questions about <ul style="list-style-type: none"> <li>○ What types of clothing they like/prefer and why</li> <li>○ What they wear or plan to wear for certain occasions</li> <li>○ Their favorite personal possessions</li> <li>○ Where they like to shop and the brands they like and why</li> <li>○ What they spend their money on</li> </ul> </li> </ul> <p><u>Use words and phrases</u> both orally and in writing <u>to name</u></p> <ul style="list-style-type: none"> <li>• The clothing they own</li> <li>• Several other personal possessions and things in their room</li> <li>• The things they need and the things they want</li> </ul> <p><u>Use complete sentences</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>• Describe their clothing and the clothing of others</li> <li>• Express the characteristics of the items they like</li> </ul>

	<ul style="list-style-type: none"> <li>Express my opinion about specific items, brands and places to shop</li> <li>Describe the differences between wants and needs (e.g. shoes in general vs. \$250 designer shoes)</li> <li>Compare and contrast what they spend their money on with what people spend money on in the target culture</li> </ul>
<p>Concept #2: Let's Go Shopping 1.1a, 1.1b, 1.1c, 1.1d, 1.1e, 1.2a, 1.3a, 1.3b</p>	<p><u>Use complete sentences, both orally and in writing, to</u></p> <ul style="list-style-type: none"> <li>describe what they can get for their money in a variety of target cultures by converting \$US to their currency.</li> <li>Express preferences between traditional and online shopping</li> <li>Describe a traditional or online shopping experience</li> </ul> <p><u>Participate in unscripted conversations</u> and/or role play about shopping in which they</p> <ul style="list-style-type: none"> <li>Ask for specific items and prices</li> <li>Ask questions about something they or others want to buy</li> <li>Respond to questions about items they or others want to buy</li> <li>Express opinions about items they or others want to buy</li> </ul>



## Unit 5: Exploring the Target Culture

Estimated Date Range: 4/8/24-5/23/24

### Unit Overview:

In this unit, students will draw upon all the skills they have learned in previous units as they explore the target culture. They will begin by exploring where they could go and what they could do when visiting the target culture. They will ask and answer questions about weather, things to do and food to eat in a variety of target language cities, as well as what to pack for a trip like that. Next, they will explore pop culture in the target culture, expressing their opinions about cultural trends and comparing their own culture to the target culture.

### At home connections:

- Encourage students to watch movies and TV shows from the target culture.
- Encourage students to listen to a variety of music in the target language.

Concepts within Unit # 5 <a href="#">Link to TEKS</a>	Success Criteria for this concept
<p>Concept #1: Planning my Trip Abroad 1.1a, 1.1b, 1.1c, 1.1d, 1.2a, 1.2c, 1.3a, 1.3b</p>	<p>read/watch and <u>demonstrate understanding of authentic materials that...</u></p> <ul style="list-style-type: none"> <li>• Describe common vacation destinations</li> <li>• Describe the weather in some vacation destinations</li> <li>• Describe the cuisine native to some vacation destinations in order to have a basic understanding of the type of food they would likely encounter there</li> <li>• Describe activities available at common vacation destinations</li> <li>• Describe what to pack for a trip</li> </ul> <p><u>use words and phrases both orally and in writing to name</u></p> <ul style="list-style-type: none"> <li>• several potential vacation destinations or types of vacations</li> <li>• activities they would likely do at a given destination</li> <li>• the type of food they might eat at a given destination</li> <li>• clothing and other items that they would pack for a particular trip</li> </ul> <p><u>participate in oral and written conversations</u> in which they</p> <ul style="list-style-type: none"> <li>• discuss the activities they like to do on vacation</li> <li>• discuss the weather at a variety of potential vacation destinations</li> <li>• Discuss the things they want to eat at a particular vacation destination</li> <li>• Discuss the things that affect what they pack and the activities they do while on vacation</li> </ul> <p><u>Use complete sentences, both orally and in writing, to</u></p> <ul style="list-style-type: none"> <li>• Define what a vacation is for them</li> <li>• Describe their ideal vacation destination</li> <li>• describe the activities they like to do on vacation</li> <li>• describe the weather in a variety of potential vacation destinations</li> </ul>

	<ul style="list-style-type: none"> <li>describe the dining habits in a variety of target language vacation destinations (where, when, what they typically eat)</li> <li>Describe clothing appropriate for a variety of vacation activities and weather conditions</li> </ul>
<p>Concept #2: OPTIONAL EXTENSION: What's Trending Where I'm Going</p> <p>1.1a, 1.1b, 1.2a, 1.2b, 1.2c, 1.2d, 1.3a, 1.3b</p>	<p>Read/watch and <u>demonstrate understanding of authentic materials</u> about current events related to music, art and/or entertainment in the target culture</p> <p><u>Use complete sentences</u>, both orally and in writing, to</p> <ul style="list-style-type: none"> <li>describe types of events and happenings common to teens in the target culture</li> <li>describe the types of music, art and/or entertainment currently popular in the target culture</li> <li>Express their preferences for cultural events and trends in the target culture</li> </ul> <p><u>Participate in oral and written conversations</u> in which they</p> <ul style="list-style-type: none"> <li>discuss the types of music, art and/or entertainment currently popular in the target culture</li> <li>discuss their preferences for the things that are trending in the target culture</li> </ul>

### Glossary of Curriculum Components

**Overview**— The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

### Parent Resources

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
Bien dit 1	This is the French textbook. While our curriculum does not align to the textbook, it can be used as a resource for students who might want/need additional practice.
This is Language	This is an online platform that has videos of native speakers talking about a variety of topics, many of which are aligned to our curriculum topics.
<a href="#">Duolingo</a>	This site provides students with extra practice in a variety of languages. It is not aligned with the curriculum, but could be a great way to reinforce the basics.
<a href="#">Multilingual Books</a>	This site has links to foreign newspapers and magazines. Reading in the target language is one of the best ways to increase proficiency with the language.

## Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



The World Language Instructional Model has two key components: the core practices and the lesson cycle. The six core practices reflect current best practice in language teaching, as well as the expectations from our state and national standards. While teachers will not necessarily accomplish all six every day, they should incorporate them all into their lessons on a regular basis. The lesson cycle is where all of the core practices come together in a cohesive manner. The teacher begins by framing the lesson, either drawing on students' prior knowledge, or priming the pump for what is to come. During Language Experience, the focus is on comprehensible input, as it is through input that language proficiency is achieved. During Structured Communicative Practice, students get to engage with the language through structured opportunities for output. This is when they and the teacher can see if they have been able to internalize the new language from the input phase. Finally, students will reflect and assess their understanding