

Curriculum Map



French 1 Course Code 070132

Text:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit(s)				
Big Idea(s) throughout the year				

French 1 Course Code 070132

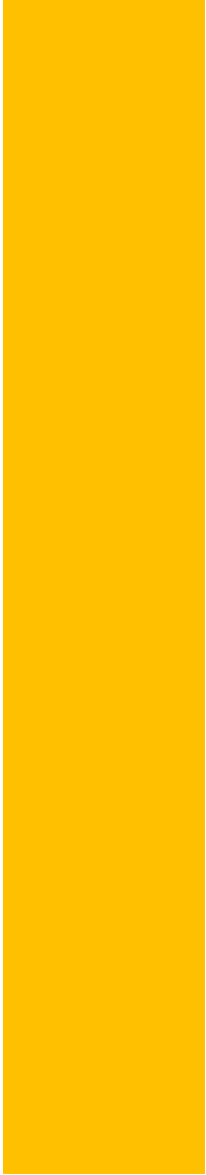
Text:

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WL.K12.NH.1.1:	Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.
WL.K12.NH.1.2:	Demonstrate understanding of short conversations in familiar contexts.
WL.K12.NH.1.3:	Demonstrate understanding of short, simple messages and announcements on familiar topics.
WL.K12.NH.1.4:	Demonstrate understanding of key points on familiar topics presented through a variety of media.
WL.K12.NH.1.5:	Demonstrate understanding of simple stories or narratives.
WL.K12.NH.1.6:	Follow directions or instructions to complete a task when expressed in short conversations.
WL.K12.NH.2.1:	Determine main idea from simple texts that contain familiar vocabulary used in context.
WL.K12.NH.2.2:	Identify the elements of story such as setting, theme and characters.
WL.K12.NH.2.3:	Demonstrate understanding of signs and notices in public places.
WL.K12.NH.2.4:	Identify key detailed information needed to fill out forms.
WL.K12.NH.3.1:	Engage in short social interactions using phrases and simple sentences.

WL.K12.NH.3.8:	Describe a problem or a situation with sufficient details in order to be understood.
WL.K12.NH.4.1:	Provide basic information on familiar topics using phrases and simple sentences.
WL.K12.NH.4.2:	Describe aspects of daily life using complete sentences.
WL.K12.NH.4.3:	Describe familiar experiences or events using both general and specific language.
WL.K12.NH.4.4:	Present personal information about one's self and others.
WL.K12.NH.4.5:	Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.
WL.K12.NH.4.6:	Use verbal and non verbal communication when making announcements or introductions.
WL.K12.NH.5.1:	Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.
WL.K12.NH.5.2:	Write simple statements to describe aspects of daily life.
WL.K12.NH.5.3:	Write a description of a familiar experience or event.
WL.K12.NH.5.4:	Write short personal notes using a variety of media.
WL.K12.NH.5.5:	Request information in writing to obtain something needed.
WL.K12.NH.5.6:	Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).
WL.K12.NH.5.7:	Pre-write by generating ideas from multiple sources based upon teacher-directed topics.
WL.K12.NH.6.1:	

WL.K12.NH.8.3:	Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)
WL.K12.NH.9.1:	Use key target language vocabulary to communicate with others within and beyond the school setting.
WL.K12.NH.9.2:	Use communication tools to establish a connection with a peer from a country where the target language is spoken.
WL.K12.NM.1.1:	Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.
WL.K12.NM.1.2:	

WL.K12.NM.4.3:	Express likes and dislikes.
WL.K12.NM.4.4:	Provide an account of daily activities.
WL.K12.NM.4.5:	Role-play skits, songs, or poetry in the target language that deal with familiar topics.
WL.K12.NM.4.6:	Present simple information about a familiar topic using visuals.
WL.K12.NM.5.1:	Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.
WL.K12.NM.5.2:	Fill out a simple form with basic information.
WL.K12.NM.5.3:	Write simple sentences about self and/or others.
WL.K12.NM.5.4:	Write simple sentences that help in day-to-day life communication.
WL.K12.NM.5.5:	Write about previously acquired knowledge and information.

Mathematicians who participate in effortful learning both individually and with others:

- x Analyze the problem in a way that makes sense given the task.
- x Ask questions that will help with solving the task.
- x Build perseverance by modifying methods as needed while solving a challenging task.
- x Stay engaged and maintain a positive mindset when working to solve tasks.
- x Help and support each other when attempting a new method or approach.

Clarifications:

Teachers who encourage students to participate actively in effortful learning both individually and with others:

- x Cultivate a community of growth mindset learners.
- x Foster perseverance in students by choosing tasks that are challenging.
- x Develop students' ability to analyze and problem solve.
- x Recognize students' effort when solving challenging problems.

Demonstrate understanding by representing problems in multiple ways.

Mathematicians who demonstrate understanding by representing problems in multiple ways:

- x Build understanding through modeling and using manipulatives.
- x Represent solutions to problems in multiple ways using objects, drawings, tables, graphs and equations.
- x Progress from modeling problems with objects and drawings to using algorithms and equations.
- x Express connections between concepts and representations.
- x Choose a representation based on the given context or purpose.

[MA.K12.MTR.2.1:](#)

Clarifications:

Teachers who encourage students to demonstrate understanding by representing problems in multiple ways:

- x Help students make connections between concepts and representations.
- x Provide opportunities for students to use manipulatives when investigating concepts.
- x Guide students from concrete to pictorial to abstract representations as understanding progresses.
- x Show students that various representations can have different purposes and can be useful in different situations.

Complete tasks with mathematical fluency.

Mathematicians who complete tasks with mathematical fluency:

- x Select efficient and appropriate methods for solving problems within the given context.
- x Maintain flexibility and accuracy

[MA.K12.MTR.3.1:](#)

Mathematicians who engage in discussions that reflect on the mathematical thinking of self and others:

- x Communicate mathematical ideas, vocabulary and methods effectively.
- x Analyze the mathematical thinking of others.
- x Compare the efficiency of a method to those expressed by others.
- x Recognize errors and suggest how to correctly solve the task.
- x Justify results by explaining methods and processes.
- x Construct possible arguments based on evidence.

Clarifications:

Teachers who encourage students to engage in discussions that reflect on the mathematical thinking of self and others:

- x Establish a culture in which students ask questions of the teacher and their peers, and error is an opportunity for learning.
- x Create opportunities for students to discuss their thinking with peers.
- x Select, sequence and present student work to advance and deepen understanding of correct and increasingly efficient methods.
- x Develop students' ability to justify methods and compare their responses to the responses of their peers.

Use patterns and structure to help understand and connect mathematical concepts.

Mathematicians who use patterns and structure to help understand and connect mathematical concepts:

- x Focus on relevant details within a problem.
- x Create plans and procedures to logically order events, steps or ideas to solve problems.
- x Decompose a complex problem into manageable parts.
- x Relate previously learned concepts to new concepts.
- x Look for similarities among problems.
- x Connect solutions of problems to more complicated large-scale situations.

[MA.K12.MTR.5.1:](#)

Clarifications:

Teachers who encourage students to use patterns and structure to help understand and connect mathematical concepts:

- x Help students recognize the patterns in the world around them and connect these patterns to mathematical concepts.
- x Support students to develop generalizations based on the similarities found among problems.
- x Provide opportunities for students to create plans and procedures to solve problems.
- x Develop students' ability to construct relationships between their current understanding and more sophisticated ways of thinking.

Assess the reasonableness of solutions.

Mathematicians who assess the reasonableness of solutions:

- x Estimate to discover possible solutions.
- x Use benchmark quantities to determine if a solution makes sense.
- x Check calculations when solving problems.
- x Verify possible solutions by explaining the methods used.
- x Evaluate results based on the given context.

[MA.K12.MTR.6.1:](#)

Clarifications:

Teachers who encourage students to assess the reasonableness of solutions:

- x Have students estimate or predict solutions prior to solving.
- x Prompt students to continually ask, "Does this solution make sense? How do you know?"
- x Reinforce that students check their work as they progress within and after a task.
- x Strengthen students' ability to verify solutions through justifications.

Apply mathematics to real-world contexts.

[MA.K12.MTR.7.1:](#)

Mathematicians who apply mathematics to real-world contexts:

- x Connect mathematical concepts to everyday experiences.

	Clarifications: See Text Complexity for grade-level complexity bands and a text complexity rubric.
ELA.K12.EE.3.1:	Make inferences to support comprehension. Clarifications: Students will make inferences before the words infer or inference are introduced. Kindergarten students will answer questions like “Why is the girl smiling?” or make predictions about what will happen based on the title page. Students will use the terms and apply them in 2nd grade and beyond.

Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

Clarifications:

In kindergarten, students learn to listen to one another respectfully.

[ELA.K12.EE.4.1:](#)

In grades 1-2, students build upon these skills by justifying what they are thinking. For example: “I think _____ because _____.” The collaborative conversations are becoming academic conversations.

In grades 3-12, students engage in academic conversations discussing claims and justifying their reasoning, refining and applying skills. Students build on ideas, propel the conversation,

	beyond, students practice appropriate social and academic language to discuss texts.
ELD.K12.ELL.SI.1:	English language learners communicate for social and instructional purposes within the school setting.

General Course Information and Notes

GENERAL NOTES

Major Concepts/Content:

French 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.

Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards

This course includes Florida's B.E.S.T. ELA Expectations (EE) and Mathematical Thinking and Reasoning Standards (MTRs) for students. Florida educators should intentionally embed these standards within the content and their instruction as applicable. For guidance on the implementation of the EEs and MTRs, please visit

https://www.cpalms.org/Standards/BEST_Standards.aspx

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Subject: World Languages > **SubSubject:** French >

Abbreviated Title: FRENCH 1

Number of Credits: One (1) credit

Course Attributes:

- x Highly Qualified Teacher (HQT) Required
- x Florida Standards Course

Course Type: Elective Course

Course Level: 2

Course Status: State Board Approved

Grade Level(s): 9,10,11,12

Educator Certifications

[French \(Secondary Grades 7-12\)](#)

[French \(Elementary and Secondary Grades K-12\)](#)

There are more than 960 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:

[https://www.cpalms.org?title=2022%20-%20And%20Beyond%20\(current\)/PreviewCourse/Preview/21489](https://www.cpalms.org?title=2022%20-%20And%20Beyond%20(current)/PreviewCourse/Preview/21489)